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2006 2006 2006 2006 ontario ontario ontario ontario PROSPECTS PRO

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who you are

Ontario's Guide to Career Planning

what you need

where you can go

how you can get there



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section 1 who you are

RECONNECT WITH EDUCATION

My name is **Randy Yeboah**. I'm a Grade 12 student at A.Y. Jackson Secondary School in Toronto. A year ago, if someone had told me that I would be talking to this audience (educators and policy-makers who support student success), I would have reacted with anger and resentment. Anger about an education system that I and so many other students felt discriminated against us, that failed to treat us as human beings, not just numbers, that ignored our opinions, that did not recognize or meet the needs of a new and more common breed of student – the one who works 28 hours a week or two jobs to support himself or herself, who struggles to balance academics with extracurricular activities, who must stay up late at night just to complete homework, and who, on top of all of this, may have troubles at home. The solution to our problems? Quit, drop out, don't bother. After all, for young students, making money in something like construction may seem easier or more attractive than staying in school. Some students find other opportunities – selling drugs, joining a gang – to make easy money.

Many young people, including me, struggle with this situation today. We are stressed, exhausted, and at times (although we may not want to admit it) yearning for help. We are the students who have the ability to achieve a 90 yet settle for a 60. We are discouraged about learning because no one has recognized our potential for success.

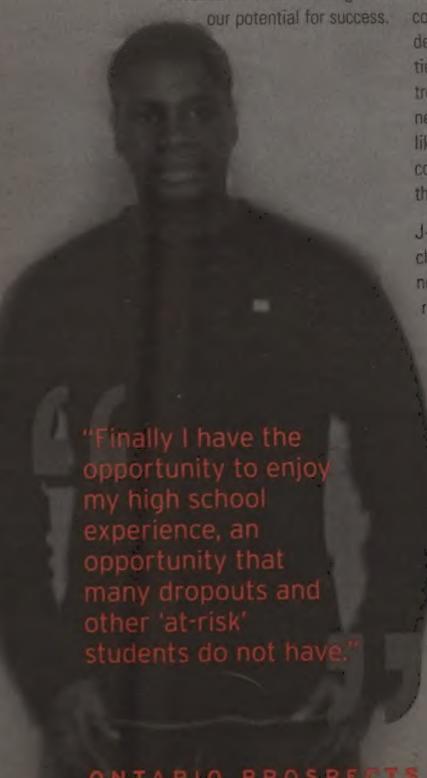
Let me make it clear: we are not asking for your sympathy or your pity for the circumstances we face. We are not asking for lenient treatment or an easy way out. We are asking, however, for alternative programs to be developed and funded to help students like us demonstrate their knowledge and understanding in ways that the traditional classroom style and expectations do not permit. We are asking for a chance to reconnect with the school systems in our province that will allow us to express our desires to learn in ways perhaps not heard of before. In other words, we are asking for J-pods and other "Learning to 18" projects, which can help keep us in school.

"J-pod gives students the opportunity to reconnect with the education system ... within the school or community."

Imagine a school or program where students are engaged in learning and are given more choice, for example, flexibility in their timetables, more experiential learning opportunities, such as co-ops, field trips, and co-curricular activities, and flexibility in terms of teaching and learning strategies that address students' different learning styles. Imagine a program that builds on a positive relationship in which students, teachers, and administrators are making connections, teachers have time to get to know their students, and schools are functioning like caring communities. Imagine a program that targets students who have trouble learning in a traditional classroom setting, who need longer than one semester to finish a course or would like to fast track in a course, that allows you to study a course in more depth, that allows you to take programs that your home school may not offer.

J-pod is such a program. An alternative to the traditional classroom, J-pod gives students the opportunity to reconnect with the education system and promotes positive relationships among students, teachers, and principals within the school or community. This program motivates me to continue in times of hardship. Finally I have the opportunity to enjoy my high school experience, an opportunity that many dropouts and other "at-risk" students do not have. As one student put it in *Stop the World I Want to Get On*, a report designed to increase understanding of why some students drop out of school. "We're the future of the country. Don't they realize that? They don't see us as an investment, they see us as a cost."

It is one thing to imagine student success and another to ensure it. J-pod and other Learning to 18 programs are a step toward ensuring student success and investing in the future of tomorrow. **Randy Yeboah**



"Finally I have the opportunity to enjoy my high school experience, an opportunity that many dropouts and other 'at-risk' students do not have."

This 13th edition of *Ontario Prospects* is produced by the Secondary School Policy and Programs Branch of the Ministry of Education. *Ontario Prospects* contains material selected from *Canada Prospects 2005–2006*, which is produced by the Canada Career Consortium.

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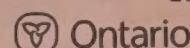
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CUSTOMIZE YOUR HIGH SCHOOL EXPERIENCE

Ontario's secondary schools are expanding opportunities for you to customize your high school experience and build on your strengths and interests through new learning options outside of traditional classroom instruction.

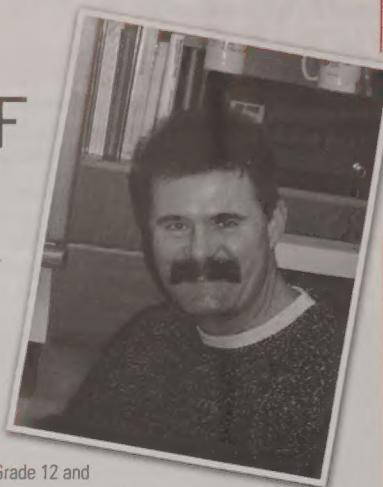
As part of Ontario's Student Success Strategy to provide more high-quality learning choices and increase the graduation rate, the government has changed some programs and introduced new options for you. Cooperative education programs, which engage you in real-life work experiences, will be expanded and two co-op credits can be counted toward the 18 compulsory credits required for graduation. Soon you will be able to choose a Specialist High Skills Major that will help lead you to employment, an apprenticeship, and postsecondary education. You may also receive credit for learning outside your school in colleges, training centres, and industry settings.

Together, these changes to the high school environment and curriculum will make high schools more engaging places to learn!

section 1 who you are

THE IMPACT OF ONE STUDENT ON MY EDUCATION

"Classes will be 'setting their mind' to 'go positive.'"



I met **Sam** about two years ago. He was a high school student in Grade 12 and about to graduate. He was recommended to me by one of my social work team and a teacher who both saw his potential. At the time, with the help of an excellent film crew, I was interviewing students on videotape, consulting with them and listening to their wisdom on ways to "do high school better." It is so poignant that young people can "crash and burn" in their first couple of years and then slowly, resiliently make a comeback. It's not easy. A teacher, a guidance counsellor, a social worker, a friend, a parent, a hero, their faith – at any given time any of these might make the difference to a student. I call it the "getting better phenomenon."

With Sam's permission we were able to share his story with hundreds of teachers, principals, vice-principals, classrooms of Grade 8 students, and individual young people willing to learn about his authentic struggle and success. We were all moved by his voice.

"avoid being loners"

But the impact of Sam's story on my education does not end here. In every taped interview I have done, I notice that the students tend to use a series of key words or phrases that are saturated with universal meaning. Young people are masters at adapting words, metaphors, or slang to define a situation or experience. I call them "kinetic phrases," and this summer, with the help of an innovative writing team, we discovered that we could gently lift Sam's phrasings from the text of the video and design a series of high-interest, strength-based activities to enhance their meaning for other students in a language that is uniquely their own. We could then link the learning to writing, literacy, and drama expectations, create a unique set of graphic organizers, and assess student progress using the provincial report card rubric. A prototype for student-led, teacher guided learning has emerged. We call it *Pathways to a Caring Learning Community: A Student-Led, Teacher Guided DVD & Curriculum Resource*.

This fall, selected Grade 8 classes will be "setting their mind" to "go positive." They will be doing drama activities to avoid "going negative." They will be designing graphic organizers called Pie-o-grams that will help them "find their chill out," "avoid being loners," and "be on the lookout" for success, and assist them in mapping out a sense of necessary balance in their school lives. In this way, they may avoid many of the problems that push young people out of school and into trouble.

Sam reclaimed his high school education and, in my mind, I still see his huge grin as he holds up a 93 per cent: "See me. I'm the captain of the ball team and I'm eatin' up math!" One student, *getting better*, made a huge contribution to his teachers and to his peers: Sam made a big impact on my learning and became one of many inspirations for working in education.

Glenn Carley, Chief Social Worker, Dufferin-Peel Catholic District School Board

Where are you today?

"Know your priorities and know yourself" is good advice for getting what you want. Life is full of choices. Knowing what's important to you can help you make decisions.

Find yourself along each continuum below. If you're neutral about an item, put your X in the middle.



Most important to me:



Of the 9 items above **I know my preference** for:

6 or more 6 or fewer

List those items where your X indicates a definite preference.

Check off all that apply to you, count up your Xs. Rate the amount of change you've experienced.

- I've moved houses.
- I've moved cities, towns, or villages.
- I've moved provinces.
- I've moved countries.
- I've changed schools more than three times.
- I've held more than one job.
- I've changed careers.
- I've experienced change among my closest family members.
- I've had different best friends.

YOUR SCORE!

12 Excessive
8 Moderate
4 Minimal

RATE YOUR CHANGE

section 1 who you are



SKILLS CANADA-ONTARIO

Skills Canada-Ontario is a not-for-profit organization dedicated to supporting the development of youth and the prosperity of industry in Ontario. Young people, their parents, and educators need to be informed of all the career opportunities that are available in the changing world of work to make the best career choice. We encourage young people to consider the value of a career in the skilled trades and technologies and remind them that an apprenticeship is an exciting postsecondary path.

When we combine our efforts with partners in education, industry, and government, the outcomes are remarkable – youth advocating the benefits of apprenticeships, educators experiencing growth in apprenticeship programs, employers seeking skilled apprentices, and government committing to vibrancy in Ontario's future. Geared to both senior elementary and secondary students and occurring throughout the year, our programs and competitions include these:

- "Skills Work!® What's Out There?" opportunities in the skilled trades and technologies in-school presentation – An event providing information to high school technology and careers classes about opportunities in the skilled trades and technologies. An intermediate version is available for Grades 7 and 8 students.
- "Skills Work!® for Women" networking dinners – A networking event at which young women in high school who are interested in the skilled trades meet women currently working in a related career.
- "Skills Work!® for Youth" employability skills summer camp – A week-long day camp for Grades 7 and 8 students, which includes hands-on activities in construction, manufacturing, transportation, and services.
- "Skills Work!® for Youth" student/parent/guardian dinner – An event providing Grades 7 and 8 students with the opportunity to bring their parent/guardian out to a fun-filled night. New for 2006!
- "Think Skills ... Think Future" young women's conferences – A gathering, held in conjunction with the Ontario Technological Skills Competition, for young women in Grades 7 to 10 and women already in the trades, who act as role models.
- "Skills Work!® for Educators" teacher/advisor conference – An event providing teachers and advisors from across the province with the opportunity to network, as well as explore program resources.
- Ontario Technological Skills Competition Qualifying Competitions – Six contests, held at six community colleges, providing competitors the opportunity to qualify for a limited number of spaces at the provincial competition. Winners from the qualifying competitions advance to the Ontario Technological Skills Competition.
- Ontario Technological Skills Competition (OTSC) – Our cornerstone event! For three days, students from across the province showcase their talents and test themselves against industry standards. In 2005, over 1,000 competitors from all regions of Ontario participated in 47 different contests in the construction, manufacturing, transportation, communication, and employability sectors. The successes of the competitors are recognized at the closing ceremony and in our yearly souvenir booklet.
- Careers Showcase – An exhibition of hands-on displays from industry, education, labour, and government organizations held in conjunction with the OTSC.
- Elementary Technology Activity Day – Robotics, Mechanics, Character Animation, TV/Video, and Technology Challenges, as well as Career Awareness Workshops for students in Grades 7 and 8, held in conjunction with the OTSC.
- Cardboard Boat Races – Teams of four students test their technological and design skills. This program is offered at both the high school and elementary school levels. The medalists from each of the high school races are invited to compete for the best cardboard boat in Ontario.
- Cardboard Boat Video Challenge – An opportunity for high school students to act as television reporting crews covering the Cardboard Boat Races.
- Cardboard Sled Races – Teams of four high school students design and construct a sled and race their creation on a snow track. New for 2006!

For more information, visit the Skills Canada-Ontario website at www.skillsontario.com or e-mail laran@skillscanada.com.

12th Annual Canadian Skills Competition

May 23-26, 2006, in Halifax, Nova Scotia

Every year for the past 11 years, the Canadian Skills Competition (CSC) has brought together more than 500 young students and apprentices, from all regions of Canada, to compete in over 40 skilled trade and technology areas. The Olympic-style competition provides an opportunity for young Canadians studying a skilled trade or technology to be tested against exacting industry standards and against their peers from across the nation. The main goals of this event are to provide competitors with hands-on work experience and to raise awareness in the general population of the value of and challenge in skilled trades and technology careers.

2 section 2 what you need

Market Yourself for an Apprenticeship Trade!

Do you want to enter the skilled trades but have difficulty finding an employer? The Ontario government has introduced a number of incentives to encourage employers to hire and train apprentices. Such incentives could be your ticket to employment. Tell prospective employers why they should hire you!

Apprenticeship Training Tax Credit

The provincial government is committed to increasing the number of apprenticeships in Ontario, helping to ensure that the province has skilled workers in the construction, industrial, and manufacturing sectors in years to come. A new Apprenticeship Training Tax Credit has been introduced to encourage employers to hire and train apprentices in certain skilled trades.

Corporations and unincorporated businesses may be eligible for a tax credit of 25 per cent to 30 per cent on wages and salaries paid after May 18, 2004, and before January 1, 2011, to qualifying apprentices during the first 36 months of their apprenticeship. Your employer could receive up to \$5,000 per apprentice per year, up to a maximum of \$15,000 over the first 36 months of the apprenticeship.

For your employer to qualify for this new tax credit, you must be registered in a qualifying skilled trade. Qualifying skilled trades include designated construction, industrial, and motive power trades, as well as some service trades.

Further details of the Apprenticeship Training Tax Credit and the list of qualifying trades can be found in the Apprenticeship Training Tax Credit Bulletin on the Ministry of Finance website at www.trd.fin.gov.on.ca.

If you or your employer has questions relating to the tax administration of the Apprenticeship Training Tax Credit, phone the Ministry of Finance Corporations Tax Branch at 1-866-805-7702, extension 3888.

For more information on apprenticeship programs, including apprenticeship trades, trade codes, and how to register, contact your local Ministry of Training, Colleges and Universities field office or call 1-888-JOB-GROW.

Apprenticeship Scholarship and Employer Signing Bonus

Most apprenticeship trades in the motive power, industrial, and service sectors require registrants to have a minimum academic level of Grade 12. Most construction trades require a minimum of Grade 10. If you do not have the academic entry requirements needed to register as an apprentice, this program could be for you.

The Apprenticeship Scholarship and Employer Signing Bonus supports apprenticeship training and employment for youth who have left school but require upgrading to meet the registration requirements for apprenticeship training. If eligible, you could earn a \$1,000 scholarship for returning to school, completing your upgrading, and becoming registered as an apprentice. The employer who registers you could then earn a \$2,000 signing bonus for supporting your registration and providing apprenticeship training.

In order to qualify, you must

- Be under 25 years old
- Have left school before completing the necessary academic requirement for registering in a trade
- Be committed to achieving the necessary academic requirements within one year
- Demonstrate an interest in the skilled trades

Employers must be licensed to operate in Ontario; provide employment in Ontario; hire, train, and register a scholarship candidate as an apprentice; and be approved by the Ministry of Training, Colleges and Universities to provide apprenticeship training.

For additional information on the Apprenticeship Scholarship and Employer Signing Bonus, contact your local Job Connect agency or call 1-888-JOB-GROW. For additional information on apprenticeship programs, contact your local Ministry of Training, Colleges and Universities field office or call 1-888-JOB-GROW.

EXCHANGE. EXPLORE. EXPERIENCE.

We have never felt connected to our community like this ... like we really could make a difference. We can't wait to get started!" Participants in the Student Community Involvement Program of the Society for Educational Visits and Exchanges in Canada (SEVEC) have chosen to broaden their horizons and learn by doing. Talk about an empowering project!

Targeted toward young people aged 11 to 18, SEVEC's exchange programs provide youth with the opportunity to make a difference in their own lives and those of people around them – all while having fun, making friends, and creating memories that will last a lifetime. Through SEVEC exchanges, students discover themselves and others, better understand how important and valuable they are to Canadian society, and open their horizons to other cultures and new ways of life.

Describing his experience with SEVEC's Volunteer Youth Exchange program, **Kyle McLeod** from Sault Ste. Marie explains: "This experience was one of the best of my life. I've learned a lot about my own community and Altona, Manitoba. I've discovered another part of Canada and made new friends, all while volunteering and giving back to my community." Most participants credit their exchange with the opportunity to develop concrete work and life skills they otherwise might never have had.

Simon went on a linguistic exchange to Chicoutimi, Quebec: "It will surely be an experience I'll never forget. Definitely a nice change being completely immersed in another culture ... I urge anyone else who gets the opportunity to try it out. It will change your perspective if you're having any doubts. I know it did for me."

Exchanges give young people an opportunity to challenge themselves and develop confidence, leadership, and, in some cases, language skills. Exchanges also respond to the need of youth to step up and stand out by taking charge, planning, and implementing their own ideas and projects. They give youth the tools to enhance their work and life for years to come and are available to any youth group in Canada.

For more information, visit the SEVEC website at www.sevec.ca or call 1-800-38-SEVEC.



section 2 what you need

BUILD YOUR RÉSUMÉ TO GET THE WORK YOU WANT

Your résumé opens the door to an interview for a job. Did you know most prospective employers read a résumé for less than one minute? That's why your résumé must quickly make you look as good as possible.

Before you start writing your résumé, think about this:

- ↳ Who am I?
- ↳ What do I know?
- ↳ What have I done?
- ↳ What would I like to do?

Writing a Cover Letter

Each time you send out your résumé you need to write a cover letter. This letter introduces you to your prospective employer. Your cover letter must be tailored to the position you are applying for. Your cover letter is your introduction to your résumé.

Address your cover letter to a specific person. If you aren't sure whom to address the letter to, find out before you write it.

Add specific references about the company you're applying to. This indicates your knowledge of and interest in the work the company does. Include what job you are applying for and describe how you found out about it.

Point out your most relevant accomplishments, skills, and experience and how these would make you an asset to the job.

Be sure to include where and when you can be reached. Emphasize your willingness to come to an interview.

Sign your cover letter.

Keep your résumé interesting and concise. Briefly summarize your experiences, qualifications, and skills. And don't forget the golden rule of résumé writing – never lie. Untrue claims will come back to haunt you and can destroy a career.

An effective résumé must target the particular position, employer, or job you are applying for. Start with:

- ↳ Your name
- ↳ Address
- ↳ Telephone number
- ↳ E-mail address

REMEMBER!

Your cover letter must not only look professional, it must outline your abilities and what you could bring to the job (e.g., your expertise, your personal qualities, your willingness to work).

Sarah H. Gordon
412B Holden Way
Thistown, ON M0N 2R1
(613) 555-2121
cell (613) 555-1212
e-mail: sgordon@home.ca

September 9, 2005

Bill Nance
Chief Executive Officer
Service Plus Corporation
895 Friel St., Suite 105
Thistown, ON M0N 3C9

Re: FOLLOW-UP OF EMPLOYMENT WITHIN SERVICE PLUS CORPORATION

Dear Mr. Nance:

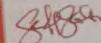
It was a pleasure speaking with you on the phone last week. Thank you again for taking the time to answer my questions about employment opportunities with your firm.

As you requested, I am forwarding a copy of my résumé. I believe I have many skills which your organization could use. I am a resourceful individual who enjoys working with people. I believe my customer service experience at Sam's Salon and McWendy's would make me a valuable contributing team member at Service Plus.

As Service Plus's main focus is on providing solutions for companies that are moving locations, I feel confident that my ability to develop creative solutions to problems would be helpful to your organization.

I am available at your convenience to meet with you to discuss where my skills might benefit Service Plus. I look forward to hearing from you. You may leave a message at (613) 555-2121 during the day, or I can be reached immediately on my cell phone at (613) 555-1212.

Thank you,



Sarah H. Gordon

Enclosure:
Résumé

Sarah H. Gordon
412B Holden Way
Thistown, ON M0N 2R1

>KEYWORD SUMMARY

Diploma-Performing Arts, drama, presentation, administration, people person, team player, self-motivated, patient, creative, bachelor degree-Social Science, writing, research, MS Office, fluent English, French, accounting

>OBJECTIVE

To obtain a position as a customer service representative.

>WORK EXPERIENCE

Mc Wendy's Burger
April 2003-August 2004

Counter Sales

*Ensured customer satisfaction by providing fast and efficient service at the order counter

*Oversaw the implementation of new sandwich promotions by coordinating signage and "Fun Day" arrangements with McWendy's head office

Types of Résumés

There are four basic styles of résumés but any number of combinations and variations. No one style is best. Try different styles until you find one that clearly points out why you should get an interview.

Chronological Résumé

List education and work experience separately, in reverse chronological order, beginning with the most recent.

Skills-Based Résumé

Emphasize your transferable skills – acquired through your volunteer work, co-op education, internships, school activities. This format works well for people who don't have a lot of work experience.

Functional Résumé

Focus on your skills and talents. Highlight your accomplishments rather than list previous jobs. Organize your skills and accomplishments by category.

Technical Résumé

Highlight your educational, training, and technical proficiencies.

section 2 what you need

<p>Sarah H. Gordon 412B Holden Way Thistown, ON M0N 2R1 (613) 555-2121 cell (613) 555-1212 e-mail: sgordon@home.ca</p>	
Objective A position as a customer service representative.	
Education	
Secondary School Diploma, St. John's High School, St. John's, Newfoundland. Mud Lake School of the Performing Arts, Cobden, Ontario.	Graduated 2000
B.A. in Social Science, Algonquin University, Ottawa, Ontario.	Graduated 2001
Work Experience	
Hairdresser assistant – Sam's Salon and Spa. Shampooing, combing and blow drying.	Graduated Spring 2005
Counter sales – McWendy's Burger. Customer service, handling money.	Ottawa, Ontario. 2004–2005 part-time
Yard maintenance – Ed's Lawn Care. Grass cutting, raking, garden weeding.	Perth, Ontario. 2003–2004 part-time
Awards and Recognition	
Valedictorian – St. John's High School graduating class "Fries with That" service award – McWendy's	2000
Interests	
Snowshoeing, stargazing, computer games, dancing	2004
References	
**Available on request	

Career Objective

For some jobs, stating your career objective can help focus your résumé. Keep in mind that a poorly written one can eliminate your opportunities. If you choose to write a job objective, keep it general so you don't limit your opportunities.

Education

- Be sure to include all school names and locations, length of study, curricula, highest grades completed.
- You may also add a list of course work that relates to the position you are applying for.

Experience

List in reverse chronological order (most recent first). Include both paid and volunteer work.

For each position include:

- Your job title
- Name and location of employer
- Date of employment
- A description of your duties

Skills

Skills are your chance to show what you offer as an individual. Be sure to mention all your special skills, such as knowledge of machinery, proficiency in foreign languages, honours received, and membership in organizations.

Interests

Depending on the job you seek, it might be good to list some of your hobbies and spare-time activities. Include personal information only if you think it relates to getting the job you want.

References

Generally, it is best to use the phrase "references available on request" at the end of your résumé. If you decide to list references, limit the number to three and provide full contact information, such as phone numbers and e-mail addresses.

TEN TIPS FOR A WINNING RÉSUMÉ

1. Be positive.
2. Make no typos or grammatical errors.
3. Use standard-size paper in neutral shades.
4. Keep it brief and uncluttered – 1 to 2 pages.
5. Use short, concise sentences.
6. Emphasize your accomplishments.
7. Indicate action and continued growth with words such as "achieved," "developed," "created," "designed," "demonstrated."
8. Avoid highlighting, italics, and underlining.
9. Copy your résumé for your records. Also keep a copy of the description of the job for which you applied.
10. Lose the pronouns "I" and "me" and the articles "an" and "the."

Did you know?

Most prospective employers read a résumé for less than one minute.

E-mail your résumé

E-mailing résumés is becoming more common. Your online résumé can be developed using one of the basic styles. Before sending your résumé electronically, you will need to alter the presentation format to be accepted by a database.

Follow these important guidelines:

- If you are submitting your résumé to a database, make sure you read the instructions carefully so you submit your résumé in the correct format (e.g., PDF, MS Word file).
- Start with a keyword summary – list specific words that may be used as search criteria by an employer.
- Remove all formatting – bold lettering, italics, special fonts, graphics, borders, centring, and underlining.
- Use a plain type font, e.g., Courier, and keep it one size throughout.
- Remove page numbers and headers.
- Eliminate all tabs – use a separate line to set items apart.
- Use dashes instead of horizontal lines to separate text.
- Use asterisks, plus signs, or capital letters at the beginning of lines.
- Limit each line to 65 characters so your résumé stays organized and easy to read.
- Test drive your résumé. E-mail it to yourself first so you can correct any errors.
- Include a brief, concise cover letter as the text of your e-mail.

section 2 what you need

CENTRE DE
GESTION

MANAGEM
CENTRE



Volunteering takes you to new places

A volunteer, says the dictionary, is someone who gives his or her time, energy, and talents to help others – and does so expecting no pay in return.

Certainly, **Joanne Nowak** fits that description. As a volunteer with the Canadian Red Cross and Oxfam Canada for the past two years, she has willingly given her time, energy, and talents to help others.

However, she says, "I also definitely got a lot in return." In fact, Joanne says she's come to realize that volunteering has helped her every bit as much as she's been able to help others. Her skills, experience, and awareness were all heightened by her volunteering experiences.

"During my time with the Canadian Red Cross and Oxfam Canada, I've acquired an incredible amount of experience, nationally and internationally, in areas such as politics and human rights," says Joanne, now a Federal Student Work Experience Program student at Human Resources and Skills Development Canada (HRSDC). "I've had the opportunity to travel to different parts of Canada for conferences on human rights and I've volunteered abroad in Bosnia and Herzegovina to speak with different organizations and survivors affected by human rights abuses. I did my best to bring back their experiences to raise awareness about the importance of social justice at home."

And, because her role as a volunteer keeps changing, Joanne says she is constantly learning new things. As a result of working at both organizations, for example, she has gained experience in fundraising, working with high school youth and coordinating local campaigns.

"That range of experience really helps you develop the interpersonal, networking, and presentation skills you need to succeed, both personally and professionally. For instance, I draw on my experiences during interviews with potential employers, and I use many of the skills I've gained on a daily basis in my work at the Sector Council Program of HRSDC.

Joanne says volunteering has also changed her as a person. "It has given me a new perspective on getting involved for myself and others, and it's made me realize that I can make positive changes in other parts of the world from right here in Ottawa." She also hopes others will come to recognize the many benefits that come through volunteering as many employers, in particular the Government of Canada, place a high importance on volunteering when they are hiring.

"Yes, volunteering is extremely important for your résumé, for making contacts, and for gaining direct experience. But it's just as important for creating a healthy balance in your life."

"We work half of our conscious hours, for half of our lives," explains Phil Jarvis, who works as a director at the National Life/Work Centre, which offers development programs to help people of all ages find satisfying and fulfilling work and lifestyles. "It's a huge part of our lives and it needs to be a good part. The only way to achieve that is if we're doing something that's aligned with who we are. We then feel validated, respected, as though we're making a contribution that we value, and we enjoy doing it."

EMPLOYERS SPEAK:

What not to do in your résumé

Carolyn McAnulty has seen her share of résumé faux pas. The human resources consultant of Ontario Power Generation (OPG) has received applications addressed to another company entirely. Countless résumés have arrived addressed to "Ontario Hydro," a name her corporation hasn't used since 1999.

"That's not going to impress me at all," says the long-time recruiter. "In our Web world, it's so easy to make that kind of mistake when you copy things, but that's not a standard of success."

Carolyn recommends taking your time with your résumé – after all, this document gives a potential employer a first impression of you. If it's full of spelling mistakes and careless errors, that first impression could land your file in the virtual trash can.

A good résumé, she says, is one that is succinct, free of errors, and tailored to the position. In addition, applicants must follow directions. For example, OPG's recruitment centre is entirely online. They don't accept faxed or mailed résumés. When they receive hard copies, they send a postcard telling the applicant to apply online and explaining how to do so.

"We also tell them about the benefits of our online system," she says.

Those benefits are many, including the fact that once you've applied for one job at OPG, your name is filed in an applicant database. Later, if they're looking for employees with a specific skill, they'll search the database for names. Recruiters then send a note to those people, inviting them to apply. "This way, people don't miss job postings," she says.

OPG also asks a series of pre-screening questions, tailored to each job, concerning the applicant's skill set and competencies. The company requires answers to those questions, along with a cover letter and a résumé, from applicants. For more information on how to build a résumé, see page 6.



"A good résumé is one that is succinct, free of errors, and tailored to the position."

section 2 what you need

BUILD YOUR

PORTFOLIO

What is a portfolio?

A portfolio is a collection of documents that can act as your plan for how to get where you want to go. Building a portfolio can help you define and achieve your goals and connect the dots between your work and your life.

Portfolios can be used to track the changes in your life and keep your priorities in mind when changes are happening. A portfolio can help you to find a job by providing a record of your accomplishments and qualifications and samples of your work.

The portfolio also allows you to develop your résumé by identifying skills you have, and it can be used as support documentation to demonstrate the skills you said you have acquired.

When thinking of what skills to include, consider the skills you have developed from formal learning, informal learning, other training opportunities such as work or student council, and by watching others or by trial and error in a non-formal setting.

Demonstrating the skills you have acquired is important. Many different types of portfolios exist, but all have three common elements. The first is that your portfolio is a place to gather information and documents. The second element that all types of portfolios have in common is that they have a goal. The third is that they track and show change.

You need two things to begin a portfolio. The first is a container in which to gather the items you wish to place in your portfolio. You may wish to have an electronic folder on your computer, as well as a paper folder or a box. This sounds like a very obvious step, but if you move frequently you may be unable to find the documents you need to use to apply for work or to update your portfolio when you wish to do so.

Build your portfolio exercise

A portfolio puts "you" in front of yourself; it helps you see the person you'll present to potential employers. Keep building it so it reflects the real you as you grow through change.

Use your résumé to summarize your portfolio. Use a cover letter to introduce both your résumé and portfolio.

HOW DO I USE MY PORTFOLIO?

Laurie Edwards, a career development specialist at Nova Scotia Community College, Canada's Portfolio College, explains that a portfolio becomes a tool for many purposes:

- Building self-esteem
- Accessing college programming and other education or training
- Helping define the job-search process
- Collecting evidence of competencies for the job interview
- Documenting of one's learning experiences: formal, informal, and experiential

Laurie's college positions the portfolio as a process through which one acquires the skills of lifelong learning and uses these skills to stay skilled in coping with change.

If I can use my portfolio for all these different areas, how do I know which type of portfolio to make?

Brenda Millar, a transitions consultant, says that to answer this question you should focus on what you wish to achieve by submitting your portfolio.

According to Brenda, "The portfolio information you pull together will depend on your Statement of Purpose. Your Statement of Purpose should be directed specifically to the person for whom you have prepared the portfolio."

Presented To: (Name of workplace, person)

Submitted By: (Your name, contact info)

Date of Submission:

A paragraph listing why you are qualified.

Now that you know what a portfolio is and how to begin compiling it, you may wish to see some examples of finished portfolios or make your own.

For step-by-step instructions on building a portfolio and to see Web links for portfolio samples, see the Self-Managed Career Portfolio Guide website:

www.edu.gov.mb.ca/ks4/docs/support/c_portfolio

I can use a portfolio to manage change.

A portfolio tells a story – a story of knowing yourself, your dreams, your accomplishments.

Based on artifacts (true evidence from your life's work and experience), a portfolio represents a continuum of growth and development throughout your life journey.

Told by you, in your own authentic voice, a portfolio is both reflective and forward thinking. Remember:

- You can tell your story using different media. Your portfolio can be paper based, or electronic, or a combination. Choose the media you're most comfortable using.
- Portfolios are always a "work in progress" because they evolve as you do.
- You'll develop different kinds of portfolios using the same artifacts. It all has to do with what you'll be using your portfolio for – to show achievement, for employment, and so on.

To create a portfolio from scratch is a tall order! To get started, we encourage you to follow three steps:

Gather your artifacts and place them in either a digital file folder or a paper file folder.

Organize your file folder by grouping like items or artifacts, such as skill-related items.

Decide what kind of portfolio you need for now, and select the relevant artifacts.

1

2

3

section 2 what you need

KIDS HELP PHONE 1 800 668 6868

www.kidshelpphone.ca

Being a kid or teenager can be tough. Every day, kids and teens deal with problems that can make them feel depressed, worried, scared, lonely, or confused. Sometimes they feel that they can turn to parents or friends for help, but at other times kids feel like they have no one to turn to.

Kids Help Phone offers young people a safe place to turn with their questions and problems. Kids Help Phone is Canada's only national, bilingual, toll-free, 24-hour phone and counselling service for children and youth. The service is completely anonymous and confidential, and it is up to the caller to decide how much or little he or she wants to say. Professional counsellors answer the calls, helping about a thousand kids every day. Callers range in age from 4 to 19, and the majority of calls come from teenagers. They call from large urban centres, small towns, and remote settlements about a wide range of issues. No issue is too big or too small.

Making sure young people know about the service is key. They find out about Kids Help Phone through the media, including TV ads and billboards, their schools, Nestlé candy wrappers, Kellogg's cereal boxes, and Parmalat milk cartons. Kids Help Phone's young student ambassadors, who educate children about the service, are one of its most effective means of communication. Who better to tell kids about Kids Help Phone than other kids?

Our student ambassadors are high school students who visit schools to tell students about the service. Anyone with commitment and a desire to help can become a student ambassador. The program benefits everyone who participates: our student ambassadors develop their leadership skills and confidence through training in team building, citizenship, and public speaking, and thousands of school children every year learn about Kids Help Phone. **Karen F.**, a student ambassador in Ontario, says this: "Being a student ambassador is totally rewarding. Every time I make a presentation or help with a fundraiser, I know I am helping kids and teens just like me. And not only am I helping others, but I'm getting tons out of it myself — like presentation, leadership, and event planning skills, and new friends too."

To learn more about how to become a student ambassador and how to get involved in the Bell Walk for Kids Help Phone on Sunday, May 7, visit our website!

POSITIVITY

"The best thing that anyone can do for themselves, others, and our world is to care." Errol Lee

The smile is a welcome, an emblem, and a sneak preview.

Errol Lee wears it all the time, but like the sparkle in his eye, it's only a hint of his potential.

What does he do? Well, it's tempting to fall into conventional traps and call him a recording artist, a performer, a speaker, a dancer, a singer, or all of the above. But these terms will never communicate the embrace that is Errol.

Only a first-hand experience will convey effectively what Errol does, but an inadequate synopsis might shed some light.

Imagine a crowd, and for the sake of example, let's say a crowd of high school students, perched on a set of bleachers in a gym. They're unaffected and cynical, an attitude we've all been victim to at times.

Now, enter Errol, beaming as always.

His smile slices the air of indifference and his presence inspires immediate interest.

"Why is he here?" they wonder. "What will he do?"

He begins with a message, a principle, simple and straightforward, reflecting the positive values he has come to appreciate.

The youth slowly warm up to his clearcut message as Errol reduces his teaching to an emphatic, rhythmic, pulsing refrain:

I'm somebody.

You're somebody.

We're somebody.

Hey, somebody: be somebody!

The beat kicks in. Errol's body responds. His words turn into a chorus. The youth are transfixed by his movement and his message and within moments, uplifted.

This is Errol's power.

By seamlessly interweaving dancing, singing, music, and a motivational message into a comprehensive character-building presentation, Errol captivates and enriches those fortunate enough to share and experience his mission.

You can't call them an audience, however, because Errol doesn't have an audience. He has partners. Errol engages. Errol interacts. Errol adapts. Errol responds.

He brings his partners into his performance, imparting moves and music as well as wisdom.

And by the end, the kids are on their feet, clapping, dancing, and singing along.

Errol is unique because he ventures where many performers dare not tread.

Before grade school, middle school, and high school students, he transcends the "cool barrier" by striking students' heartstrings and speaking to the universal human experience.

Also, Errol doesn't simply bring his message to the performance. He knows that, more than just practising, you have to live what you preach. He believes consistency is key. If artists bring an air of positivity to the stage, they must bring it to the dinner table, the grocery store, and the barstool as well, according to Lee. They must live positivity.

But what truly sets Errol apart from his contemporaries is his message. **Errol believes positivity is for people what water and sunshine are to flowers.** It nurtures, it enriches, it feeds, and it generates growth.

And, sadly, it's lacking in our society.

Let's face it: with rare exceptions, popular culture is on a bad tack. It's a climate of drugs, sex, and violence in which gunshot wounds suggest credibility, ripped abdominals mean integrity, and crack and heroin open minds.

Well, this attitude ends with Errol. In him you'll find a stark countermeasure, a cure for complacency, an antidote to apathy.

Errol preaches the values we all come to cherish as our paths guide us to understanding.

Errol crosses borders and challenges the norms of contemporary culture.

Errol defies convention.

But as a result, he's difficult to define — and that's a good thing.

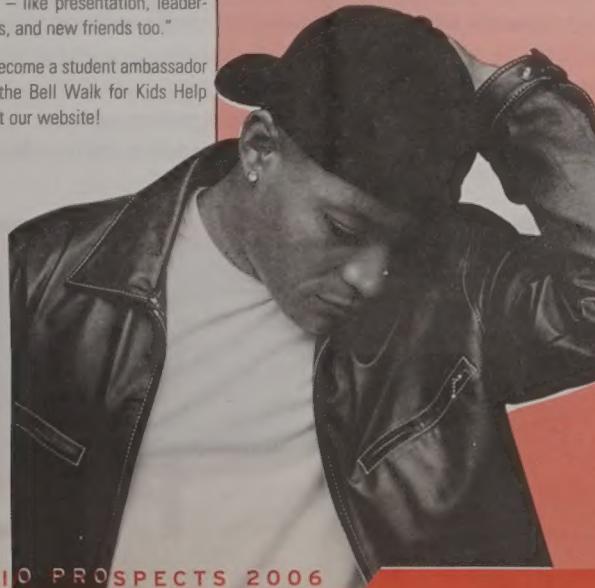
Think Duke Ellington, Bob Marley, Louis Armstrong, or Bob Dylan. Like the groundbreaking artists of our past, Errol goes against the grain.

This pioneer is not readily classifiable because the world has yet to generate a term to describe his art.

But, it's only a matter of time before we start trying.

Paul Levoy

Visit Errol's site at www.erolle.com and consider this parent's testimonial: "My daughter just called my office and told me about Errol Lee attending her school. I took a quick look at the website and I was very impressed by the 'need for good character.' This is very refreshing, as opposed to the usual R & B singers running around like lunatics telling kids it's cool to carry guns and all that. I really enjoy the whole idea of Mr. Lee's website, and he is a fine ambassador of good character. Thank you."



section 2 what you need

WORKPLACE SAFETY

S

Condence, Care, and



By law, you have basic rights, including these:

- The right to know
- The right to participate
- The right to refuse

However, you also have responsibilities, including these:

- Work safely
- Report hazards
- Use or wear protective devices

For more information about your rights and the Ontario Safety Standard, visit the Ontario Safety Standard website at www.youngworker.ca or the WorkSmart Ontario website at www.worksmartontario.gov.on.ca

If you need help with a concern about safety in your workplace, call the local office of the Ontario Ministry of Labour (listed in the blue pages of your phone book) or 1-800-268-8013.

How to protect yourself

- Learn to do the job safely. Ensure that you are not in danger
- Think the job through. Know what to do when an injury or emergency situation occurs
- Ask, ask, ask. There are no stupid questions
- Get help, especially if you have to lift something heavy
- Wear the gear. Find out what to wear to protect yourself, how to wear it, and how to maintain it
- Inform your supervisor if you see anything unsafe that may hurt you or someone else
- Report injuries. If you get hurt, it's your job to tell your supervisor
- Talk to your family about your job. Sometimes they know something you don't know!

Passport to Safety

don't forget to add it to your resume

www.youngworker.ca
www.worksmartontario.gov.on.ca
www.passportstosafety.com/youth

Minimum Age Requirements for Working in Ontario

14 years old	Establishments such as offices, stores, arenas, restaurant serving areas
15 years old	Factories (other than logging operations), restaurant kitchens, and warehouses
16 years old	Construction, surface mines (except the working face), logging operations, mining plants
18 years old	Underground mining or the working face of a surface mine, window cleaning

Employers can use the OSP to do the following:

- In recruitment, use the descriptions of the essential skills and work habits to prepare a job ad
- In training, record the demonstration of essential skills and work habits and provide constructive feedback on job performance

Students and job seekers can use the OSP to do the following:

- Identify and understand the skills and work habits that employers want
- Show employers what they can do
- Prepare for their transition to the workforce
- Create a skills-based résumé, and communicate their skills in an interview
- Plan for ongoing skill development in their career paths

Experiences in school, cooperative education and other types of work placements, volunteer work, special interests, and jobs all contribute to a person's skill development. Students and job seekers can ask their employers to record on their OSP Work Plan the skills and work habits that they have demonstrated in their job.

Teachers, job developers, and employment counsellors can use the OSP to do the following:

- Support learning of the essential skills and work habits required for success in the workplace
- Introduce relevant information on skills, occupation-related tasks, and careers in the classroom and in training programs
- Identify expanded opportunities and suitable tasks for work placements
- Match students and job seekers with available work placements

"Using the Ontario Skills Passport has been great! My co-op students recognize the tasks they complete in their work placements and see the skills that they have. Reviewing the Work Plan's checklist together also opens up a new dialogue between student and employer. Students can add the completed OSP Work Plans to their employment portfolios, and through them show future employers the skills and work habits that they have developed in their co-op placements." **Laura Crane**, Continuous Intake Co-op teacher, Toronto District School Board

Reading	Scheduling or budgeting and accounting	Oral communication
Writing	Job task planning	
Use of documents	Measurement and calculation	Decision making
Use of computers	Data analysis	Problem solving
Money math	Numerical estimation	Finding information

Working safely	Reliability	Customer service
Teamwork	Initiative	Entrepreneurship

3 section 3 Where you can go

JOANNA DESIGNS

"During my studies, I wondered what I could do to make the world a better place, how big I could dream."

Joanna Notkin loves gorgeous, stylish fabrics. She also loves the planet and feels a strong responsibility to be an environmentally accountable designer. Marrying these two ideals gave her the blueprint for her success: a completely compostable line of textiles whose aesthetic qualities are not compromised, beautiful, biodegradable fabrics that don't cost the earth – literally.

For Joanna, who graduated from the Material Art & Design program at the Ontario College of Art & Design (OCAD) in 2003, success has been both a destination and a journey. Her original goal had nothing to do with the design of environmentally friendly fabrics. In fact, when she enrolled at OCAD, Joanna had her sights set on becoming a jewellery designer.

After exploring jewellery and advertising, however, Joanna finally settled on textiles, but other issues also occupied her: "During my studies, I wondered what I could do to make the world a better place, how big I could dream," says Joanna.

One of the unique academic and creative experiences at OCAD is the mobility program that gives students the opportunity to live and study in the United States, Europe, or elsewhere in Canada, at a partner art and design college or university. Through this program, Joanna was able to study environmental ethics and textile design at the Rhode Island School of Design (RISD) for one semester, which proved to be the turning point in her creative development.

"While at RISD, I discovered that materials which were typically considered natural, such as cotton and wool, were actually laden with pesticides and chemicals from

refining processes. I came into my thesis year at OCAD ready to undertake extensive research on materials and processes and find ways to make raw materials fully environmentally sustainable."

Joanna credits OCAD's innovative and supportive environment for helping her realize her design goals. "OCAD offered a safe place to experiment with designing products that don't negatively [affect] the environment yet are aesthetically pleasing. OCAD gave me the opportunity to take my project the extra mile."

Her research was extensive and the subject matter intense, but what Joanna created was very simple. Choosing organic wool and organic, naturally dyed cotton and silk, she found a way to design beautiful products that do not have a negative impact on the environment. In 2003, Joanna founded LooLo Textiles. The name is a visual representation of 100%, symbolizing a commitment to ethics in every aspect of the design process, from choosing to use

organic materials to shrinking the environmental footprint her products leave behind after their useful lives.

"She has dug deeply into the textile industry and has found some amazing facts that shake our belief in what we thought was a fairly responsible industry," says **Beth Alber**, the chair of Material Art & Design at OCAD. "She has made me think when I buy textile[s] ... about ... where the cloth came from and how it was made, starting with the plant, the chemicals that have assisted in its growth, where the chemicals end up ... the energy that has been put into those fibres."

LooLo is more than a great idea. Applauded by the design industry and consumer markets, Joanna's high-fashion, ecologically friendly textiles have been featured in more than 20 periodicals and recognized with awards such as the Interior Design Show's Best Collection Award, the National Post Design Exchange Bronze Award, and the Editor's Award for Textiles at the prestigious International Contemporary Furniture Fair in New York. Her range of products has recently expanded to include a line of scarves created exclusively for Holt Renfrew Canada, and her cushion designs are sold in Vancouver, Calgary, Toronto, and New York and are shipped worldwide.

"The response has been outstanding, and people are [as] in love with the textures and fabrics as with the ecological concept behind the work," says Joanna.

"OCAD gave me the opportunity to take my project the extra mile."



Depending on the treatment, complications can include oral mucositis, infection, xerostomia/salivary gland dysfunction, oral bleeding resulting from decreased platelets and clotting factors, increased caries, osteonecrosis, and pronounced immunosuppression. Some complications can lead to potentially life-threatening systemic infections. Some occur only during treatment, while others may persist for years, or forever.

"The dental team's goal is to help support optimal cancer therapy by preventing or reducing the incidence and severity of oral complications, thereby enhancing both patient survival and quality of life. This isn't palliative care for the most part. We assume the vast majority of our clients are going to survive the cancer and have a decent life," she explains. "The opportunity to keep learning, to be challenged professionally, and to contribute, even in a very small way, makes my work very rewarding."

One of a growing number of dental hygienists with careers outside the traditional dental office, Janet works three days a week at the hospital and two days in a general practice in Burlington. The position requires excellent clinical, time management, and decision-making skills. ~

A NON-TRADITIONAL DENTAL CAREER

"The opportunity to keep learning, to be challenged professionally, and to contribute, even in a very small way, makes my work very rewarding."

section 3 where you can go

Life as an ARTIST

Painting is what comes naturally to me. I've always wanted to be an artist; I just never thought it was possible to be successful at it." Despite her humble sentiments, **Kristine Moran** has lots to be proud about. Since graduating with a Bachelor of Fine Arts from the Drawing & Painting program of the Ontario College of Art & Design (OCAD) in 2004, Kristine has received eight significant awards and has been enjoying tremendous success in her career as a painter.

"Students should take their time and try many different things ..."

She describes her work as about "chaotic city living in a time when speed, technology, and the media have created a surreal world for us – an imagined futuristic world of flying cars and floating structures, where things tend to go terribly wrong." There is nothing chaotic about the critical acclaim her work has received. The *Toronto Star* considered Kristine's "one of the stronger debuts in years," saying that "veterans would kill to show off this kind of confidence." The *Globe and Mail* described one of her shows as "a remarkably assured exhibition for so newly minted a painter and agreeably hot in its youthful pictorial urgencies."

Kristine came to OCAD after studying landscape architecture at Ryerson University. "I came to OCAD because I realized that painting was all I wanted to do, and I wanted a program that was studio based in a school that gave me close access to the Toronto art community."

She immersed herself in OCAD's Drawing & Painting program and quickly learned the foundations governing artistic practice, responding with risk-taking originality. "There was nothing she wasn't prepared to fail at at first, then to pick up from and reformulate," says OCAD professor **Michèle White**, one of the first people to spot Kristine's talent.

At graduation, Kristine was awarded the Governor General's Academic Medal, Ontario College of Art & Design Medal, 410 Richmond Career-Launcher Prize, Drawing and Painting Medalist Scholarship, M.W.O. Forsyth Scholarship, Gallery 76 Award, Nora E. Vaughan Award, and M. Joan Chalmers Scholarship. After Kristine's first exhibition, **Jamie Angell** of Angell Gallery in Toronto promptly signed her. Kristine subsequently sold out her first solo show, "Trip Wire," in May of 2004

In September 2005, she received an honourable mention and a \$15,000 prize in the RBC Canadian Painting Competition, a nationwide challenge in which 400 artists submitted more than 1,200 paintings in 2005. This past fall, Kristine moved to New York City to pursue her Master of Fine Arts at Hunter College in Manhattan. About her future, she says, "If I could paint full-time for the rest of my life, I would be very, very happy."

"... push their own boundaries and try as many different mediums and modes of making art as possible"

When asked for her advice for high school students, Kristine says, "I feel students should take their time and try many different things. I don't think they should rush into 'career' mode but instead take many different courses and do a lot of experimenting. In regard to art college specifically, I would advise students to push their own boundaries and try as many different mediums and modes of making art as possible. The more ways of expression they develop now, the more students will have the confidence to use whichever medium is best suited for any given concept or idea."

HIP LANDSCAPING

When I started at White Oaks, I was nervous and felt somewhat displaced. At first, I took a number of interest classes in Grades 9 and 10. One was landscaping. In Grade 11 I realized I enjoyed landscape construction.

Ms. Peters introduced me to the Halton Internship Program (HIP). The first phase of the program taught me job-hunting skills and prepared me for a career in landscaping. The second phase was to work a 220-hour co-op job. I used my summer months to work with a local landscaping company where I used some of the skills I learned. It was hot, hard work but good experience.

Now in Grade 12, I am in phase 3, which is leadership and improving my skills. I am learning more about landscaping, construction, and leadership. I look forward to starting my career in landscape construction. HIP has helped me gain realistic workplace experience and the skills and confidence to find the career I wanted.

Greg Marion, White Oaks Secondary School, Oakville

HIP COMMUNICATIONS

When I was in Grade 10, I took a class in communications technology. I ended up by mistake and in order to avoid it, I knew that this was what I wanted to do with my life.

In Grade 11, I took a class in Grade 11, and a class from another school. Not only was it hard that year in tech, we had to take a class in the same subject at the same time. I ended up failing the class. A year later I took another class in communications technology. I began to work, that I might be heading toward a job that I really knew nothing about. After I was talking to my parents, I transferred to White Oaks during the second semester of Grade 11.

"Take advantage of every opportunity offered to you. I did, and look where I am today."

The communications class there was very advanced, and I worked really hard to catch up. My teacher saw how dedicated I was to the program and told me about the Halton Internship Program (HIP). Not really knowing much about it, I enrolled. The students in the class had many different interests – landscaping, health care, journalism, and communications. I gained insight into other careers and met some new people.

HIP was created to help students determine their career path and get a job in that career. The first part of the program helped me with my interview and writing skills and gave me training in the field. I did many job searches and learned about workplace health and safety issues. I also learned that it helped me find a summer part-time job. Part two of HIP is a co-op placement. Finding a placement was difficult, but I succeeded in getting one at a Cogeco in Burlington, where I did television production, audio work, individual productions, and set up and tear down.

But working at Cogeco wasn't the only thing I did for my placement. Three other students in my HIP class and I formed our own production team, and created the promotional video for the HIP class that is now shown to all schools that offer the program. We had so much fun and lots of getting paid for the job. It was every student's dream. We enjoyed ourselves so much that we continued with the production team and now have our own business, Unleashed Communications. That's right, a group of seventeen-year-old students have their own business!

During the third and final part of HIP, I am going to do a co-op placement. Next year, we have an offsite. Thanks to the Halton Internship Program, it will be there in the program. I may never leave it for my new friends and co-workers that I have made a great team. I hope many other students experience knowledge at their own pace, for 4 years.

Remember this: take advantage of every opportunity that comes your way and ask where that leads you. I am a communications major and I have even written a book. **Angela Cope**, White Oaks Secondary School, Oakville

section 3

Try OYAP!

I feel privileged to have so many opportunities that allow me to explore, learn, and grow. The Ontario Youth Apprenticeship Program (OYAP) and the co-op program have given me the chance to get involved and learn. My placement with Can Fab Inc. (IC Mechanical) as a fitter (structural steel/plate-worker) has taught me many valuable skills and techniques, not just for the trades but for real life and the working world. I also now know what it feels like to be depended on and be a part of a team. I encourage anyone willing to try to get involved with these programs and find your strengths and weaknesses, to use these opportunities to the fullest.

Co-op has really helped me to find out what I enjoy doing and what I have to learn, and it has given me the responsibilities to work hard, be on time, and come to work with an open mind. Also, through OYAP, I can get a head start on an apprenticeship. This is really the "world of opportunities," and I am glad I got involved! **Sara Russell**



"I feel privileged to have so many opportunities that allow me to explore, learn, and grow."

FOLLOW YOUR d r e a m

Sometimes, the shortest path between you and your dream may not be straight, or quick, or easy; you could ask **Sandi Adamson**. In the fall of 2005, Sandi, in her early 40s and a mother of three, took a giant step toward realizing her lifelong dream of being a doctor. She became one of 56 students accepted to the first class of the new Northern Ontario School of Medicine (NOSM), located at Laurentian University in Sudbury and Lakehead University in Thunder Bay.

When she was in high school, such a thing would have seemed a long shot. Sandi readily admits, "I barely made it out of high school. I was counselled to go into the trades." At first, Sandi did just that, attending Algonquin College in her hometown of Ottawa. Then she enlisted in the Canadian Forces, where over a career that spanned more than a decade, she never stopped learning and upgrading. Sandi earned a bachelor's degree from Brandon University while stationed in Manitoba and a Master of Business Administration from Athabasca University in Alberta, one of Canada's leading distance and continuing educational institutions.

After retiring early from the Canadian Forces, Sandi and her husband settled in Ontario's Muskoka region, where she enjoyed a very successful career as a municipal administrator. By the time she was 40, Sandi had risen to the position

of commissioner, with responsibility for a multi-million dollar budget that included long-term care, social housing, seniors care, child care, and social assistance for the entire District of Muskoka.

But despite her good fortune, Sandi couldn't forget her first career ambition: to become a doctor. She'd applied more than once to the traditional Ontario medical schools but been turned down each time. Then she heard about NOSM, which promised to be "a medical school like no other," with a special emphasis on general practice in rural, remote, and northern

"I didn't want to spend the rest of my life wondering if I'd given up too soon."



"I really doubted that they'd accept someone who was over 40, but I didn't want to spend the rest of my life wondering if I'd given up too soon," Sandi applied, was accepted, and the rest, as they say, is history. She credits NOSM itself for much of her success. "There's no question that the school is the difference between me pursuing my dream and not." But Sandi Adamson is also responsible for her own happy outcome, living testimony to the importance of lifelong learning and of never giving up on your dream.

A FRESH START

Two years ago, **Mathieu Valiquette** dropped out of school before earning his Ontario Secondary School Diploma. Life wasn't easy. He was unemployed and on the street. His friends helped him, but he didn't want to depend on them.

Last year, **École secondaire catholique Algonquin** in North Bay started the Student Success Program. One of the objectives of the program is to find students who have dropped out of school and offer them a way to graduate. Program director and teacher **Dale Hewitt** identified these students and Mathieu was one of them. Dale explained what he had to offer him, and Mathieu went back to school.



Last year Mathieu earned four of the credits he was missing and is completing the others this term. He goes to school two days a week in an alternative program and is doing a cooperative education placement as an electrician the rest of the week. Mathieu, who knows that the end is in sight, says, "I am very grateful to Mr. Hewitt and **École secondaire catholique Algonquin** for giving me this opportunity to finish high school. I didn't know that I could do so many things with my hands. I found out that I have skills. I am happy that Mr. Hewitt worked so hard to find me!" Mathieu plans to meet the requirements for graduating by January. He is proud of his accomplishments and sees a promising future ahead.

NO CHALLENGE IS TOO GREAT FOR VINCENT!

Vincent Joly is a hard-of-hearing Grade 12 student who has really made a place for himself at **École secondaire publique de Louis-Riel**. His classmates and teachers appreciate him, not only as a member of the Rebels volleyball and soccer teams, but also for his talent as a breakdancer.

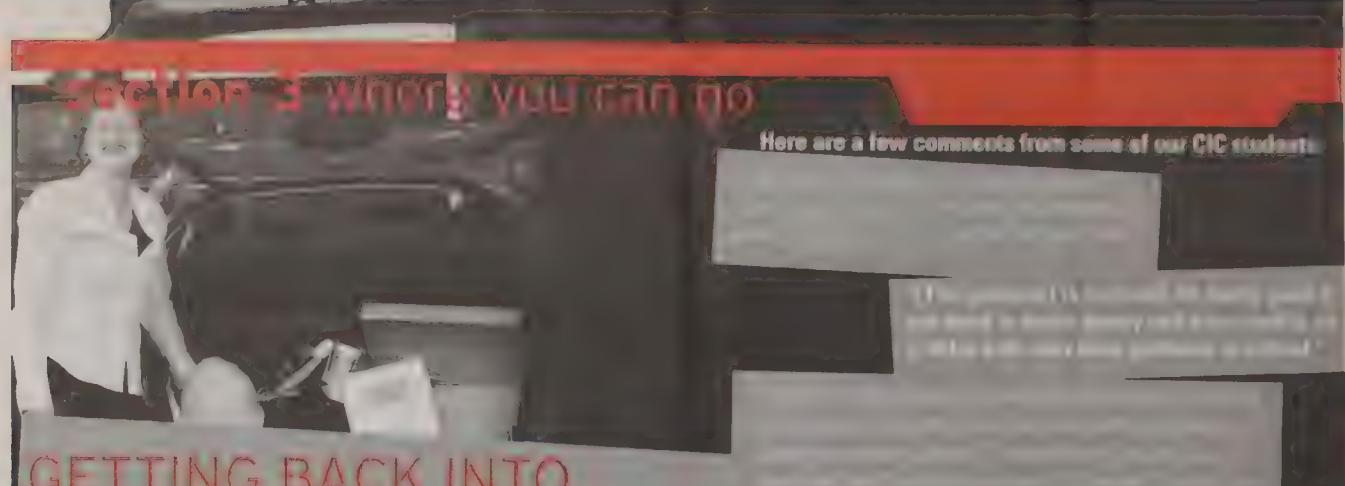
"I became interested in auto mechanics when I came to Louis-Riel," says Vincent. "I like to work with my hands, and I want to be able to fix a car. I enrolled in the Ontario Youth Apprenticeship Program to get practical experience as a mechanic. One day, I would like to modify and build cars, but I would also like to have my own garage."

For several years now, Vincent has been a fan of car racing, discovering his passion for auto mechanics in the transportation techniques course **Lawrence Nicholson** teaches. He is very proud of his student: "No challenge is too great for Vincent."

Vincent wants to explore the world of auto mechanics, and the cooperative education program has enabled him to expand his knowledge of this field.

His employer, **Michel Séguin** of Mike's Auto Repair in Vaudreuil, has welcomed Vincent to his team. Vincent passed his placement with flying colours. Michel then agreed to take Vincent on as an apprentice. Vincent will pursue his apprenticeship through La Cité Collégiale's Ontario Youth Apprenticeship Program. Good luck, Vincent. Your future is bright!





Here are a few comments from some of our CIC students:

GETTING BACK INTO SCHOOL ... AND STAYING

There are several reasons that students don't attend school. Some don't see the relevance of what they are doing in the classroom, others have personal issues that prevent them from focusing on their school work ... and the list goes on.

In January 2005 the Toronto District School Board (TDSB) started the Continuous Intake Co-op (CIC) program, which helps students who are losing interest see the relevance of school and students who have dropped out get back into school. At the same time, students gain valuable job-search and work experience. The program is a great opportunity for students to develop real-world skills and experiences while earning high school credits.

A key strength of the CIC program is its flexibility. Generally, a school guidance counsellor or vice-principal refers students to the program, although students who are not attending school

also enrol. Students can join the program at any time during the school year and may earn one, two, three, or four high school credits.

As with regular co-op education, students work in a job of their choice and complete the co-op curriculum, learning about workplace safety, human rights, résumé writing, interview skills, employment standards, and other work-related topics. CIC classes take place either in a classroom or at various Youth Employment Centres around Toronto.

Unlike in the regular co-op program, students are in the "real world" and may be applying for and working in real, paying, entry-level jobs. Students develop job-search and work skills that will stay with them for the rest of their lives. They may work day or evening shifts, part-time, or full-time.

Employers get the benefit of having an entry-level employee who is being additionally trained and supported by the teacher. Co-op experience creates an added incentive for the student to do well in the job and to stay for a longer term. Some students last up to 18 months and we find they are promoted or become "Employee of the Month."

After taking the co-op program, many students see more relevance in what they are doing in the classroom or they find a profession they would like to enter. Some students enrol in the regular co-op program afterwards, since they want to continue exploring different careers. Other students complete their last few credits and graduate.

For more information on entering the CIC program, phone me at 416-394-6966 or e-mail me at laura.crane@tdsb.on.ca

Laura Crane, Continuous Intake Co-op teacher, TDSB

Tracey's Co-op Leads to Full-time Work

"Co-op is the greatest experience that I have ever had in my high school career. As a law clerk at Speigel Nichols Fox in Bramalea, I have learned so much in just one semester," says **Tracey Cave**. "I have gained great employability skills, such as personal management and teamwork. Co-op opened my eyes to what I would like to do for my future job. It has given me the opportunity to find out more about myself, and it has taught me the importance of taking the initiative to ask questions in order to learn more. It has also taught me how to be successful."

Tracey's supervisor, **Ashley Wortman**, adds, "I've never seen someone so eager to learn. Tracey is very reliable and an amazing team player. She has an excellent attitude and respects the thoughts and opinions of others. She adapts well to change and completes given tasks in a timely manner. She is a real pleasure to work with."

Asked for her advice, Tracey suggests this: "I know that as a high school student you might be a bit nervous because you will be working with professionals, but if given the opportunity, take the co-op program! The experience might even lead to a part-time job; it did for me. I really enjoyed my placement at the law firm. I liked the friendly atmosphere and the great people who have helped me learn so much. So, take co-op because there are many opportunities for you to learn and it will be a phenomenal experience. It will also help you decide what career is best suited to you."

Tracey did so well in her placement that, after graduation from Bramalea Secondary School, she was offered a full-time job with the law firm. Tracey is also applying to college for fall 2006.

TRIPLE SUCCESS

"Co-op has been good to us." This is how **Gary Skelton**, head of the automotive service department at Mike Jackson Motors in Collingwood, sums up the relationship between the co-op department at Jean Vanier Catholic High School and the General Motors dealership. **Adam Gunderson**, a Grade 11 student in a two-credit co-op course at Vanier, works alongside **Clint Duggan**, a licensed auto mechanic, and **Rob Scicluna**, a second-year apprentice in the same trade. Both young men got their start in the same cooperative education program at Vanier. Clint and Rob had a keen interest in cars during their high school years and both wanted a career in the automotive field. Co-op was a natural fit. It provided them with a foot in the door to a skilled trade and, most importantly, with jobs they love. Adam hopes to follow in their footsteps. When asked what he enjoys most about his placement, Adam readily replies, "Everything. It's all hands on."

According to Gary, the cooperative education program is like a "baseball farm team" for Mike Jackson Motors. It helps the company select the right apprentices for the job. It also provides an opportunity for the company to fulfill the important role of good community partner by working hand in hand with the schools.

Tricia Hadley, the co-op coordinator at Vanier, sees the benefits of the co-op program on a daily basis. "Co-op gives the students the chance to explore future career paths. Many students find out exactly what they want to do in the future and are truly excited. On the other hand, some students find out through co-op that their career choice isn't really for them. Either way, co-op is a valuable learning experience, which often leads to part-time and summer employment as well."

"It's all hands on."



Here you can go

GOING FOR GOLD, AGAIN

Nathan Banke poses affably beside the two gold medals hanging inside his toolbox at Halley's Service Centre in Ottawa, where he works as an apprentice automotive service technician. Nathan, now 19, has a lot to smile about. He won gold medals in 2005 in the automotive service category for postsecondary students at both the Ontario Skills Competition and the Canadian Skills Competition (CSC). Nathan hopes to repeat his successes in 2006 and represent Ontario at the CSC in Halifax this summer, and to be selected for Team Canada for the next biannual WorldSkills Competition in Japan. **Martin Restoule**, coordinator of Transportation Apprenticeship Trades at Algonquin College, where Nathan has attended the Ontario Youth Apprenticeship Program (OYAP) and level 2 in-school apprenticeship programs, certainly thinks Nathan can do this. "Nathan was a standout among the other competitors at both 2005 competitions. I think we helped [him be successful], but Nathan is a natural at mechanics and is an incredibly intelligent person. He knows what he wants and works hard to achieve it."

According to **Gord Halley**, manager at Halley's Service Centre where Nathan works, he is enthusiastic, confident, and has "direction, a surprising amount for someone his age." These qualities led Halley to offer Nathan an apprenticeship. The way he presents himself sets Nathan apart from other applicants with similar résumés.

Since Nathan joined Halley's, just over a year ago, he's been gaining experience rapidly in all aspects of the work, from troubleshooting problems on all makes and models of cars to dealing with customers. Halley's has gained a valuable employee, who is helping to grow the business while being fast-tracked through the learning process.

Gord Halley takes obvious pride and pleasure in employing an award-winning apprentice and willingly accommodates the breaks Nathan needs to give interviews or participate in provincial or national competitions. "He was selected. His requests were all reasonable. Algonquin College offered to pay his way to the CSC competitions." Halley's benefits from the skills Nathan hones for his competitions, and from the publicity

Nathan's obvious talents and personal skills have put him on his own unique path to success, but anyone can learn from his experience.

Get informed: Nathan credits **Edward Logan**, his automotive teacher, and **Brian Armishaw**, his co-op teacher at Laurentian High School, for providing useful information on co-op programs and DYAP and encouraging and supporting his efforts to get a co-op placement.

Get out there: Nathan wrote a résumé and showed it to people at about two dozen automotive repair shops. He recalls that he wasn't terribly good at changing oil or tires at the time, but he landed a co-op placement at the age of 15.

Get serious: "Treat co-op placements like a real job," says Nathan. "Be respectful of the people you are working for and yourself. It's not just free time away from school. You might not think so, but just showing up on time is really important. The same goes for apprenticeship. The only difference between the two is that you'll get paid for apprenticeship."

Ever since Nathan first explored automotive technology through the tech course in Grade 9, he's known that he wants to get into mechanical engineering in the automotive field. He believes taking the co-op placement and apprenticeship route is the best way to achieve that goal: he can finance his university education by working part-time; he will have a practical trade; and he loves the hands-on work.

He's convinced that the experience he is gaining now will give him an edge in the future with automotive manufacturers looking to hire new engineers. It will also make him a more knowledgeable engineer. He says with a smile, "It's well known in the industry that technicians love to hate engineers for the mistakes they make, mistakes they would be less likely to make if they actually had to work hands on with what they design."

Get noticed: Nathan dreams of working for a major car manufacturer, designing engines, chassis, or drivetrains. He plans to approach manufacturers to see whether he can get a foot in the door before he starts his university training. "I am going to make them money," says Nathan. "I am going to be a profitable employee. I can speak for the technicians in the field. I've got first-hand experience of the problems they encounter."

Those employers had better get their offers in early, while Nathan is still available!



section 3 where you can go

NURSING: a career for life

Kelly Comer

Kelly Comer's inspiration to become a nurse can be traced back to a high school history class and a lesson about how nurses who served during the First and Second World Wars were able to comfort their patients just by walking into a room. Kelly decided she wanted to make people feel that way too.

Today, the 28-year-old graduate of Georgian College is a pediatric RN at Soldiers' Memorial Hospital in Orillia. She treats children, mainly toddlers and preschoolers, who are suffering everything from pneumonia to head injuries. Kelly says she always has the chance to help a child feel better and learns something new every day – whether it's the latest information on new insulin pumps for diabetics or the newest asthma treatments.

"I find the personal satisfaction I get from my job is all I need."

Kelly has always been driven to care for others. In Grade 8, she volunteered to visit with the elderly at a nursing home and remembers how much she enjoyed brightening their day. She says anyone interested in nursing should volunteer at a local nursing home or hospital to learn about health care. While Kelly acknowledges that nursing offers plenty of opportunities to work in a variety of roles, there's no place she'd rather be than at the bedside. "I got into nursing for the pure enjoyment and fulfillment I get from helping others," she says. "I find the personal satisfaction I get from my job is all I need."

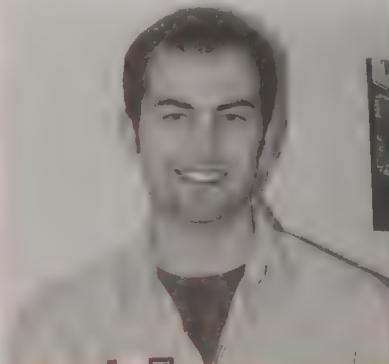


Matthew Havercroft

For Matthew Havercroft, 24, nursing was an ideal career choice because of the many opportunities for growth in all sectors of the health-care system. "That's one of the great things about nursing," he says. "You can move around even after you think you've found the area you like. It's a career you just keep building with every new experience."

After graduating from McMaster University in April 2005, Matthew decided he would focus his attention on mental health. He works part-time on the addictions floor at Homewood Health Centre in Guelph, assessing patients and helping develop recovery plans for those who are withdrawing from drugs or alcohol. He also works part-time in emergency psychiatric services at St. Joseph's Healthcare Hamilton, where he sees patients who may need full psychiatric assessments, and ensures that they will not harm themselves or others. Matthew understands that when people experience a life change, like losing a job, it can trigger a personal crisis. He spends time talking with those people and links them with information and community resources that will help them get through the crisis. Matthew says psychiatric nurses must be able to empathize with patients and not buy into stereotypes that people with mental illness are dangers to society. Matthew says most people he helps are just trying to get their lives back on track.

Although psychiatric and mental health nursing may seem overwhelming or a bit scary to some, Matthew says it's important for new nurses to remember they aren't alone. "Going to nursing school, you wonder what [working] will really be like ... but in the profession you're well supported. Being new is an opportunity to learn rather than feel inadequate."



If you're looking for an exciting, diverse, and challenging career, look no further than nursing. Collaborating with other health-care professionals, registered nurses (RNs) improve the health of Ontarians through their work with individuals, families, and communities. RNs practise in hospitals, community health centres, long-term care facilities, and the home. RNs also teach, conduct research, and participate in advocacy work and political activities that can influence health-care policy at the provincial and federal levels.

RNs are among the most sought-after professionals in the world and enjoy the highest public trust and respect of any group of health professionals. But don't take our word for it. Take a closer look at these novice RNs who are discovering what nursing is all about. For more information, check out the Registered Nurses' Association of Ontario at www.RNAO.org or www.nursingnow.org.

Sutra Parmasad

Sutra Parmasad, 26, says she wants to be a nurse because there's so much to learn and do. Although Sutra is still unclear which area of nursing she'll pursue after graduation, she's had a taste of a number of clinical specialties through her placements as a student at Ryerson University. Whether she's working with the elderly at Toronto's Centre for Addiction and Mental Health or watching a surgeon retrieve the donated corneas of a recently deceased patient, Sutra is fascinated by the range of possibilities available to nurses.

In her latest placement, Sutra focused on health promotion and the important advocacy work of nurses when she organized a health fair for provincial politicians at Queen's Park. She distributed pamphlets and posters on health conditions such as high blood pressure and diabetes. A native of Trinidad, Sutra says there is less emphasis on disease prevention in her native country, and conditions like diabetes are more common in Trinidad than they are in Ontario. She hopes that by sharing this information with politicians, they will see the value of investing in health promotion. She also used the opportunity to speak out for people who might never have a chance to talk to provincial politicians and decision makers in Ontario's legislature.

"In all areas of nursing, you're taught to advocate for the client," Sutra says. "As a nurse, even a nursing student, you have a voice for vulnerable populations ... You should advocate for them. If you don't, who else is going to?"





MICHAEL'S ON THE HIGH PATH

Since Grade 9 I have heard about co-op. Now that I am here I am so happy!" says **Michael Jones**, a Grade 11 student at Etobicoke Collegiate Institute. He is doing co-op with the Toronto District School Board–University Health Network (UHN) Co-op and Career Education Partnership (UHN Co-op Partnership). Michael's placement is at Toronto General Hospital (TGH) with **Eileen Halket**, the clinical research coordinator and a registered nurse in the Acute Pain Research Unit, Department of Anesthesia and Pain Management, of which **Dr. Joel Katz** is the director.

'The field is much larger than I thought!'

"I waited through Grades 9 and 10 hoping to get into a placement like TGH. I have learned about pain research and how the processes in a hospital work. I have been to pre-admission, post-anesthesia care, the operating room – the hospital is like a city. I have learned professional skills, for example, dressing appropriately, and time management skills, such as allowing for travel time to get here on time and making time for other school obligations."

"I have also learned what is involved in psychology, how to manage all the details – numbers and other data. The field is much larger than I thought! I am learning how to use a research database, the Statistical Package for Social Sciences. I can recruit a patient for the study and follow that person through the process. I have had one visit to the operating room and am looking forward to spending a week there in the future. I do have to do some grunt work, such as data entry and office duties. That is part of the job, and it is worth doing. Sometimes the vocabulary of medical terms is puzzling. Any words I do not understand, I will come back to later."

Eileen Halket, Michael's supervisor, enjoys being a co-op supervisor because she gets so much satisfaction from helping a student on his or her career path. "There were no opportunities like this when I was in high school. The students I have had in the past do keep in touch – most of them are becoming doctors! Over the co-op term, I see the students become more confident, articulate, and mature. They are developing the tools they need for the future. Participating in the co-op program has provided both me and my department with so many unexpected benefits that I would encourage more people to do the same."

Michael adds, "Before I came to co-op I saw UHN as these big, cold, intimidating buildings full of busy, important-looking people. Now I see it as a community. I have a connection to those people and feel like I belong here. I am on the right path."

Ken Taylor, Toronto District School Board co-op teacher and former registered nurse at UHN, coordinates the UHN Co-op Partnership. The program would like to acknowledge the support of the Doris and Joseph Kanner Fund and the Princess Margaret Hospital Foundation.

"They are developing the

tools they need for the future."

MARTINE INSPIRES HER COLLEAGUES

Originally from Burkina Faso, **Martine Sawadogo** received her state diploma in midwifery in June 2002 from the Dr. Comlan Alfred A. Quenou national school for public health in Ouagadougou.

Martine came to Canada in July 2002. She worked as a clerical secretary at Montfort Hospital in Ottawa and then enrolled at Le Carrefour, an adult education school. From her first days at the school, the teaching staff noted that she was a model student who was responsible and independent.

While working to achieve her Ontario Secondary School Diploma, Martine was admitted to the personal support worker program in September 2003. This program offers future employees specialized training enabling them to acquire a wide range of skills in the field of health care. Emphasis is placed on the role of the individual and respect for the elderly.

Martine completed her first placement in home-care services through the Access Healthcare Inc. agency. She then did a placement in a long-term health-care institution, Centre d'accueil Champlain, and a placement in care of the elderly at Fairfield Manor. She so impressed her employers at Centre d'accueil Champlain that she was invited to do her last practicum there.

According to one teacher at Le Carrefour, **Yvette Larocque**, Martine stood out because of her sense of humanity and empathy for others. Yvette took Martine under her wing and, as a nurse, offered her support and advice regarding her personal and professional path. After receiving provincial accreditation as a personal support worker from the Ontario Long-Term Care Association, and on Yvette's advice, Martine earned her Ontario Secondary School Diploma in preparation for becoming a nurse.

As an experienced student, Martine was very involved in extracurricular activities at Le Carrefour and was an active member of the student council. She regularly published articles in the school paper, *Le Reflet du Carrefour*. Outside of classroom hours, she even found time to volunteer with the elderly and in local soup kitchens. Martine completed her courses in record time with exceptional grades. She was the most outstanding graduate and received scholarships from the Conseil des écoles publiques de l'Est de l'Ontario. **Eugène Bellemare**, former MP for Ottawa-Orléans, praised her involvement at school and her impressive academic record saying, "Martine inspires her colleagues to also choose success."

We are proud to say that Martine is now a full-time nursing sciences student at the University of Ottawa. We are certain that, with such potential, she will undoubtedly excel in the field of nursing sciences! **Roch Soucy**, teacher, and **Tara St-Louis**, Program Administrator

Jerome Lee graduate from university he spe

to access to their work experiences in public service was just as important. The instructors were always willing to go that extra mile to assist students with guidance, and durability for a career in

**analyst for the
of my labour**



"I really work hard but it is fun."

NIKKI'S EXCELLENT ADVENTURE

Nikki had drifted from school because of poor attendance and lateness. Her usual arrival time was after 9:30 a.m. Nikki's first co-op experience was at a hair salon, but the customers inhibited her, so her Ex-cel teacher found her a placement at Beautiful Pets in Georgetown. **Betty Tamas** says, "It was important that I find her niche. Her niche was animals." Since Nikki started at the placement, she has not missed a day, nor has she been late — and her workday begins at 7:30 a.m. Nikki says, "I really work hard but it is fun. I love all of the dogs who are our clients."

The Ex-cel Continuous Entry Cooperative Education program in Halton is a meaningful way to re-engage high-risk students midway through the school year. The program provides an opportunity for students to earn credits and gain meaningful work experience, and is run regionally to provide the support to all high schools in the system.

Three co-op teachers work off-site monitoring students one-on-one. Every two weeks the teachers meet, review intake applications, provide updates, and collectively problem solve issues they are encountering with their current

students. As it is a specialized program, students can earn money for their co-op experience, provided employers approve. Students earn multiple credits; even 15 weeks into the program, it is still possible to earn a credit.

While Learning to 18 (Lighthouse) funding provided staffing for implementation, Ex-cel is now sustained by funding from Adult and Continuing Education. The early results have proven to be dramatically successful. This semester, the program has attracted more than 50 students. Retention rates are over 90 per cent. Already, every student has improved credit accumulation from the previous semester. Twenty-four per cent of students had perfect attendance at midterm.

These results are impressive considering the profiles of students participating in Ex-cel. All students were off track from graduation and had poor attendance. Twenty-three per cent have not acquired the literacy graduation requirement. Numbers only reveal half the story. The program succeeds because of the unwavering commitment and flexibility of the Ex-cel teachers. These seasoned, calm, resourceful teachers have transformed the lives of struggling youth.

VÉRONIQUE OVERCOMES OBSTACLES

Sixteen-year-old Véronique Legault has been coming a hairdresser since she was 10, but that she is in Grade 11.

began to doubt herself. She accepted her placement and a lot of encouragement.

Since then, Véronique's perception has changed and she is very motivated. After spending the morning

eagerly turns to the salon. She enjoys her placement because she gets to face new challenges and learn new skills.

Thanks to this work experience, Véronique has more self-confidence and isn't afraid of overcoming obstacles at school or at work. She has also benefited from an experience at the esthetics school in North Bay. She really enjoyed the day and hopes to be accepted into the Ontario Youth

Apprenticeship Program. This program will provide her with the opportunity to stay in her profession that she enjoys.

CARING FOR OUR FUTURE

Hamilton has long been regarded as a steel town. In fact, Hamilton is a health-care town. Hamilton Health Sciences (HHS) employs more than 10,000 individuals and is the region's single largest employer. With this in mind, the Hamilton-Wentworth District School Board (HWDSB) and HHS joined forces to create a win-win solution for students and employer alike that bridges industry standards with education mandates. Our paths merged as both organizations were searching for innovative solutions for recruitment and retention and models of student success programs. The Healthcare Support Services Program, now in its fourth semester, offers a one-of-a-kind experiential learning pathway program designed to enhance student retention by providing students with an opportunity to earn four secondary school credits in a semester-long program taught entirely within a hospital.

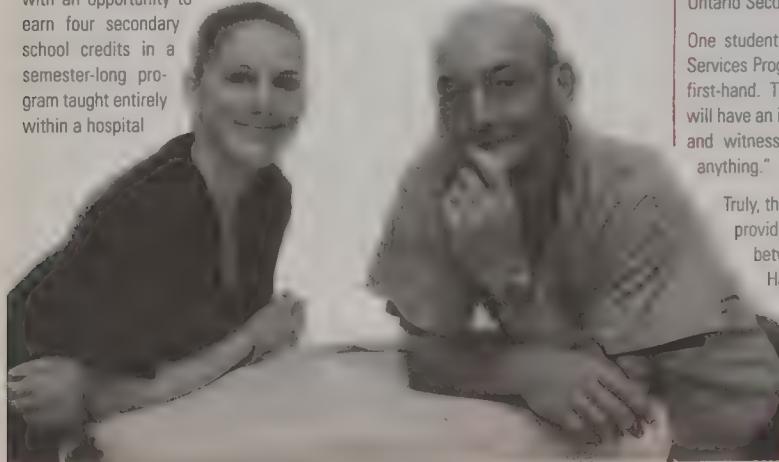
For HHS, the program has provided a vehicle for enabling staff to view through new eyes their roles in Customer Support Services as environmental aides and porters, and to grow as a result of acting as preceptors for high school students (a role that regulated health-care professionals traditionally perform within the hospital setting). Furthermore, the organization has the opportunity to preview potential future employees and ensure that it hires individuals who are committed to service excellence in health care. To date, 19 students have been offered occasional part-time jobs in Customer Support Services as a result of their successful completion of the Healthcare Support Services Program.

"I wouldn't trade this opportunity for anything."

Students in the program gain an authentic glimpse into the world of health care, which enables them to make informed decisions about future career destinations. More important, this tremendous opportunity for authentic learning has helped engage students and has provided them with a renewed sense of commitment and focus in completing their Ontario Secondary School Diploma.

One student, **Miranda Strucke**, said this of the program: "The Healthcare Support Services Program gave me multiple opportunities to experience the hospital atmosphere first-hand. These experiences allowed me to make important career decisions that will have an impact on the rest of my life. I will never forget the many things that I learned and witnessed during my co-op placements. I wouldn't trade this opportunity for anything."

Truly, this experience has resulted in "success for all" — success for young people by providing a creative health-care pathway program, and a winning partnership between HWDSB and HHS sharing an innovative vision. **Gail Cipriani**, Hamilton-Wentworth District School Board



section 3 where you can go

summer company

STARFISH Summer Swim School

Rachel Bakker of Whitby just cannot believe how well her business took off over the summer. An experienced swimming instructor, Rachel got the idea to start Starfish Summer Swim School after her parents installed an in-ground pool. At first she expected about 10 students per week, but she ended up averaging 14 to 17. She even had to start turning clients away because she simply did not have enough space to accommodate them all.

Rachel thoroughly enjoyed watching her company grow and cannot wait to see what next summer will bring. "It was such a great experience for me. Not only did I make more than enough money to pay for my tuition, I was able to help children overcome their fear of swimming and gain a sense of confidence. I cannot think of anything more rewarding than that!"

NOT YOUR HANDBAG PURSE

Rather than wasting time at the beginning of summer amassing an inventory, **Lisa Cousins** of Cornwall decided to take orders for custom designed purses, wallets, and beach bags at purse parties she would organize herself. The plan worked well. After being featured in her local newspaper, Lisa became a bit of a celebrity and demand for her product caught on. Unfortunately, Lisa soon realized that she had underestimated the time it takes to produce each purse and would have to scale back her revenue targets.

Lisa really enjoyed the "business part" of the business – purchasing, bookkeeping, managing, and customer service. As it turned out, she did not enjoy the actual production of purses. She plans to continue running the business part-time over the fall and into next spring. However, if she ever starts it up full-time again, she would definitely like to hire someone to sew for her!

BRIAN Farnsworth Foods

Fifteen-year-old **Brian Farnsworth** of Maitland sold hot dogs, sausages, and a variety of drinks in Hardy Park in Brockville over the summer. As one of the youngest Summer Company participants, Brian learned a lot while running the business. He quickly grasped an important business concept: one of the best ways to improve profits is to increase sales to each customer. To this end, Brian actively worked at up-selling to his customers by encouraging them to buy a drink as well as food.

His plan worked well, and despite lower than anticipated sales, Brian managed to end the summer with a profit and a new respect for the amount of work involved in running a business.

MATT'S Landscaping

Matthew Blackie of Cambridge had been thinking of starting a landscaping business for a while, but until he heard about Summer Company, he didn't know that he would have the opportunity to do so while he was still a student.

Matt already knew all about lawn care, creating and maintaining flowerbeds, and building pathways, retaining walls, and small patios. The real challenge for Matt was getting his plans down on paper, including sales and expense projections. However, the business planning was made easier with help from his local Small Business Enterprise Centre, and when Matt looks back at his accomplishments, he acknowledges the hard work was well worth it.

The summer was a big success for Matt's Landscaping, with sales being almost double Matt's initial projections. Despite some unforeseen expenses, Matt ended the summer with a profit and plans to continue his business into the fall.

www.ontriacanada.com/summerco-opay

MICHAEL GAINS DUAL CREDITS

My name is Micheal Parbhoo and I live in Mississauga. Growing up I like the majority of young adults in our society today, have faced many challenges and overcome many obstacles, some with more serious complications and some with less serious ones, but complications nonetheless. Time was and still is my greatest fear; to me, life seems to be flying by too quickly for me to keep up with it.

In Grade 10, I withdrew from school due to family problems, but instead of dealing with the issues, I began shutting people out of my life and started running away from home. It took me two years to realize that running away never solves anything but it makes it all worse because of the amount of time that is wasted. After those two years, I had a game plan to complete school, find a career and move out. I applied to St. Francis Xavier Secondary School, but, due to my withdrawal from the semester, I was rejected as a passenger in a car accident. I suffered many broken bones and jaw and ear fractures, also broke both my temporal and clavicular joints, and suffered nerve damage to the lower right side of my face. This, I thought, resulted in many physical problems and I required surgeries to restore my health. These surgeries were ongoing for two years, which interfered with my studies. As a result, I had to withdraw from many courses and sometimes the entire semester. The time I was absent recovering caused me to miss a majority of the knowledge the courses had to offer, crippling my understanding of future courses.

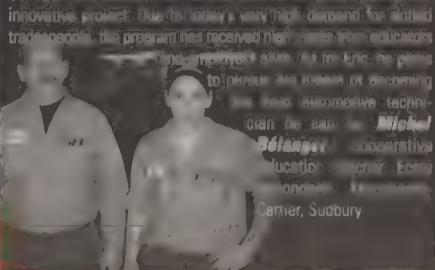
I was determined to finish the courses needed for a high school diploma and graduate. However, I was older than all the students at the school I was attending, so my guidance counselor suggested that I look into a program called Alternative Ed., after that the Dufferin-Peel Catholic School Board created to help people achieve a high school diploma. I enrolled and was surprised to discover that I was listed at the Sheridan College campus and the student I was attending school with were around my age and had similar challenges. What I find unique about the program is that not only do we get the feeling of a college environment from being on the campus, but we are offered the chance to earn a college credit while in high school which for many is a mild introduction to college. The program is great and I believe it has its purpose. Many of the students who are enrolled are now closer to receiving their diploma and continuing their life with an education. I will be attending college very shortly and then transferring to university. Unfortunately, I do not yet know what profession I will choose as a career but I am very confident it will be something I enjoy greatly.



ERIC'S AUTOMOTIVE SERVICE

Eric Pilon is a senior student at École secondaire Macdonald-Cartier. What sets him apart from the majority of his classmates is that he is also an apprentice in the automotive service technician industry. Eric is among a very special group that was selected to take part in a Co-op/DYAP program that was allowing young, enthusiastic candidates to earn their level 1 in-school theory component as apprentices while still in high school.

Larry Cutler, owner of Larry's Service Centre and a strong supporter of the co-op program, has taken in several students. When asked to comment on his newly arrived apprentice, he replies, "He's motivated and trustworthy and will definitely become a very good automotive technician someday."



section 3 where you can go



JEREMY'S DREAM JOB

A 2005 graduate of the Aboriginal Media Program at First Nations Technical Institute (FNTI), now an intern with CBC Sports, says you can't expect to get your ideal job right away. You have to work toward it.

"You can't just dream about things, you have to try," says

Jeremy Brascoupe, now 22, from the Maniwaki, Quebec, First Nations community of Maniwaki.

And for now, his job includes watching hockey games and doing shot lists for big plays that he passes on at the end of each period. He also watches games after the fact for camera shots to be used as highlights or in player profiles. He does searches in a huge database and passes on the research.

Even if they didn't seem directly related to his dream job, TV sports, all the skills he learned either in class or on placement "add up to the background you need," says Jeremy.

His advice to young people who want to work in media? "Take every advantage you're given. If you perform well at any place, you get a good recommendation and that helps. Be reliable and hard-working. Don't underestimate anything you are doing. Even when you're a 'gofer,' you learn ... Others at the top had to do what you are doing now when they started."

Aboriginal Media Program coordinator **Brant Bardy** says Jeremy used the program's unique delivery to do a variety of placements with increasing responsibility while he was still in school. "And Jeremy works so hard that most of his placement providers didn't want him to go back to school."

The Aboriginal Media Program offers a two-year Journalism-Aboriginal Profile diploma in partnership with the First Nations University of Canada. The program is offered at the Mattawa First Nations Secondary School in the Mattawa First Nations Territory, east of Belleville. Learners from all over Canada

AN UNEXPECTED CAREER

Cooperative education? It sounds great, but why would a student enrol in this program if she already knew what she had in mind for her future?

My name is **Fadilah Jamous** and I am one of those people. The business world is what interested me and intrigued me. I had a clear vision: I wanted to be a businesswoman. I could already see myself wearing beautiful business suits and carrying a briefcase to work. I was most interested in computers in the workplace because one of my favourite pastimes was surfing the Internet and learning to use different types of software.

"I was pleased and proud to have decided to take the co-op course because it saved me precious time."

I decided to take the co-op course to gain a bit of experience before I began my real career. I accepted a placement at American Express, certain that I would end up in business. The staff at American Express were very welcoming and the atmosphere was very warm. I was so comfortable in this environment that I said to myself, "This is where my future is, this is where I want to work." My mind was made up. Sometimes my assignments were easy, and sometimes they were more complicated and so a little less fun. I then started to realize that the business world might not be for me. Working in an office is more suited to people who are able to work long hours sitting in front of a computer screen. I am definitely not that type of person. While it's true that I like computers, sitting for long periods is not my thing. I need to move, I have to work on my ideas, and I need to talk to other people.

At this point, I was both somewhat disappointed and happy. I was disappointed because I realized that the only career that I had in mind and that interested me was, in the end, a career that didn't suit me at all. On the other hand, I was pleased and proud to have decided to take the co-op course because it saved me precious time. If it hadn't been for that course, I would have studied business without knowing that it wasn't the right field for me.

Another career option that I had vaguely considered was early childhood education. I decided to get some experience in this field. A few months later, I began my placement at Lajoie daycare. I worked with a different group of children each week. The first week was exhausting. As the days went by, though, I became increasingly attached to the kids in the daycare. My heart opened up when I saw them. I always looked forward to going back the next day. Without knowing it, I had a hidden passion for children. I developed a passion for teaching children new things, asking them questions, and listening to what they had to say. I think that teaching these little sweeties and helping them discover new things is the best job in the world.

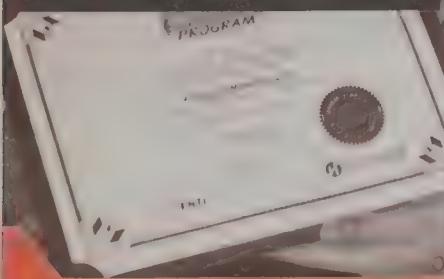
In the end, I am proud of my decision. I will continue my studies in early childhood education so that I can work at something that makes me and the children happy. My future lies with children; I can feel it, it just feels right. Who knows? Maybe one day I will combine business and early childhood education. Maybe one day I will even be welcoming your children to my daycare.

ÉRIC FINALIZES HIS PLANS FOR THE FUTURE

Éric Doucette is a Grade 10 student at Ecole secondaire F.J. McElligott. Last June, Eric earned

his Certificate of Achievement. He is back this year to complete the compulsory courses he needs for the Ontario Secondary School Diploma, such as the Ontario Secondary School Literacy Course. Eric will also do cooperative education placements in the workplace with the goal of finalizing his plans for the future.

This year, Eric will have the opportunity to try different trades. Currently he has a work placement at Terry's Auto Garage in Mattawa as an assistant mechanic. While performing his duties, he is learning to identify and work with tools and parts. Eric has already used several skills related to this trade: he has performed regular maintenance jobs such as oil changes, lubrication, and tune-ups, and has used tools to check and replace various defective parts, such as tires. During his second term, Eric is scheduled to do a placement with the North Bay Skyhawks, which will be exciting given his interest in sports, especially hockey. Eric is also involved in extracurricular activities. He is the equipment manager for the Voyageurs hockey team at Ecole secondaire F.J. McElligott. We wish Eric the best of luck.





POLICE MKWA

Opportunity Circle

Aборигinal students are getting a hands-on look at opportunities in the field of policing and the criminal justice system thanks to a unique police-youth mentorship program in the City of Greater Sudbury. The first of its kind in Canada, the Police Mkwa Opportunity Circle is a joint effort of the Rainbow District School Board and the Greater Sudbury Police Service

"Linking the curriculum to the world of work is a key component of Rainbow District School Board's Student Success Initiative," says board chair **Dena Morrison**. "We are also responding, in a very tangible way, to a need for more Aboriginal police officers in the communities that we serve."

"Together, we are taking positive steps to encourage Aboriginal students to explore policing and other aspects of the criminal justice system as a viable and rewarding pathway," adds Greater Sudbury police chief **Ian Davidson**. "This partnership was not only created to enable senior students of Native heritage to consider careers in this exciting field of work. It was also created to build stronger police-youth relations."

The Police Mkwa Opportunity Circle provides opportunities for Aboriginal students to interact with volunteer police mentors in both formal and informal settings. In the first stage of the program, Aboriginal students in Grade 7 have an opportunity to tour Greater Sudbury Police Services. The second phase is related to the Grade 10 Career Studies course when, once again, the students tour the police station, participate in lectures and interactive lessons, and learn about the role of police in society. Students spend time with police mentors, and both receive cultural teachings. Each student completes a ride-along component and job shadows his or her mentor. This culminates with a celebration and feast attended by everyone involved.



The final stage of the program involves the curriculum. The Rainbow District School Board and the police Mkwa partners, supported by the Ministry of Education's Learning to 18 Program, launched a fully accredited Grade 12 curriculum component in January 2006

"Employment opportunities and exposure to a variety of work environments will be invaluable to the students."

Representatives of the Ministry of the Attorney General Criminal Law Division, Ministry of Children and Youth Services, and Ministry of Community Safety and Correctional Services worked with the curriculum writing team over the past year to develop seven courses of study including English, Social Sciences, Current Aboriginal Issues in Canada, Understanding Canadian Law, Mathematics, Healthy Active Living, and Communications Technology. Components of each course will be taught at the headquarters of the Greater Sudbury Police Service.

"Another important component of the program is summer employment in related fields," says Chief Davidson. "This summer several Mkwa students received work placements at the police station, as well as with our partners. Employment opportunities and exposure to a variety of work environments will be invaluable to the students."

Chief Davidson says police officers lined up for the opportunity to participate as mentors in the program. Aboriginal students participating in the program share similar sentiments. "This opportunity has cleared every question in my mind about the path I hope to pursue," says Confederation Secondary School student **Natalie Lacasse**. "The one-on-one time with **Constable King** answered a lot of questions that lurked in the back of my mind. It was also supportive speaking with a successful female officer who encouraged me to follow my dreams."

"This program and its implementation are crucial to the relationship that must be built between students and public safety," adds Lively District Secondary School student **Daniella Homer**. "A lot of Native youth have a negative view of police officers, and this program gives youth an opportunity to see the behind-the-scenes work that officers do."

Anna Barsanti, Student Success Initiative/Learning to 18 Program leader with the Rainbow District School Board, says the program has been an immense success. "We have received interest in this program from across the country. We should be very proud of our vision and our ability to implement programs to support young people in Rainbow Schools. This is just another example of our efforts to inspire success for all students."

Daniel's Experiential Learning

While **Daniel Baggio** was sitting in his Grade 10 careers class listening to the co-op teacher's presentation on experiential learning, he realized he wanted to take co-op to explore the field of engineering. In Grade 12, Daniel was placed in the University of Windsor's Faculty of Engineering in the Department of Mechanical, Automotive, and Materials Engineering as an assistant researcher under the direction of **Dr. William Altenhof**

Dr. Altenhof was part of the AUTO 21 Network of Centres of Excellence national team of researchers working on testing the crashworthiness of infant car seats. Daniel was given the honour of assisting Dr. Altenhof in this research. Among other tasks, Daniel was involved in conducting experiments, testing and analyzing data, meeting with engineers, and running the crash simulation of the infant seat. Dr. Altenhof described Daniel's performance as "intelligent, thorough, and enthusiastic!"

...and the experience confirmed the decision to pursue a career of engineering. "It's been a great experience," says Daniel. "I'm learning so much more!"

Daniel describes his experience: "An achievement I was particularly proud of concerned a problem whereby a simulation was continuing to terminate without being resolved. After the fourth termination, I almost felt like giving up but, in the field of engineering, it is your job to explore what is going wrong and fix it. I suggested decreasing the sharpness of the graph to obtain a smoother curve. It worked and I was very relieved and proud that I was able to tackle this task on my own."

"All I wanted to gain from my co-op experience was some insight and a taste of what the engineering field has to offer. Never would I have imagined that I would be given the responsibility to complete the kind of tasks that I was assigned. This experience has confirmed my postsecondary aspirations of pursuing my interest in engineering. Co-op was everything I thought it would be and more!"

In his placement, Daniel showed maturity beyond his years. He worked closely with graduate students and engineers and also attended several university engineering classes. However, Daniel's biggest accomplishment was in his role as assistant researcher in testing infant seats. The work Daniel participated in may be publicized in a respected international journal! Way to go, Daniel! **Belinda Borrelli**, cooperative education teacher, Holy Names High School, Windsor



section 3 where you can go

Gigendaaso'ow-wido'win

Gaining knowledge through teaching one another

An Aboriginal Alternative Education Program

We believe that we have designed and implemented a genuinely unique program that meets the needs of students who are not your typical classroom learners. The success of this program is dependent on flexibility of the teacher, the students, and the timetable. Students who were struggling in the typical high school setting are now staying in school and receiving credits. **Craig Myles**, Principal

Due to the socio-economics and the parental and guardianship responsibilities of our students, combined with their transient lifestyle, these students need the flexibility to work on high school credits at their own pace. This program allows students, especially those from northern communities, the ability to attain credits without pressures and timelines. The program provides students, who come from isolated communities in the north and the area surrounding Sioux Lookout, with an appreciation of their cultural heritage and exposure to hands-on career opportunities and presents them with employment opportunities within their own communities and beyond. Thanks to the Ministry of Education on the Keewatin Patricia District School Board, and the administration of Queen Elizabeth District High School (Sioux Lookout), we are feeling very optimistic for the success of the Aboriginal Alternative Education Program (AAEP). **Stephen Hicks**, Coordinator/instructor

Maryann

"I've been in the AAEP program ever since May 2005. The thing I like about this program is that you can work at your own pace. There are many experiences you can get from this program. They include driver's education, different workshops, field trips to colleges, and a firefighting certificate. It also gives you a chance to get your high school diploma."

Lucius

"I enjoy this program because I can work at my own speed and the environment is very comfortable. This program offers many experiences, for example, driver's education, workshops, and high school credits."

Donald

"I like AAEP because you can work at your own pace and not have to meet deadlines. I like the idea of taking work home and working on lessons when I have time available. I have recommended this program to some of my friends."

Paul

"I like this program because I can start when I am ready. I have confidence in myself to finish this program. I have found through the job-search activity that if you want a high-paying job or the job you want, you will need a well-rounded education such as a college diploma. I would like to continue in this program until I have completed high school. I do enjoy the field trips. I would recommend this program to others."

Dramaleen

"I enjoy this class because I can help others and work quietly to get my lessons done. I would recommend this to other people so they could work and complete credits on their own time. I enjoy the field trips in this program, like visiting colleges to see what careers are offered. I also like the Native heritage connection that makes me feel good. I like the crafts, seeing Native medicines prepared, and learning how fish is smoked."

Conrad

"I am a Grade 12 student who comes to this program in my spare time. I do this to finish up my courses that I had left from last year. I plan on graduating this year. I really enjoy how we can work at our own pace. This program offers you a variety of careers like firefighting. It also enables one to complete credits for a high school diploma. I think that AAEP rocks!"

GO ENG GIRL



Benefiting humanity, solving some of our world's most pressing problems, and making a direct difference to those in need are a few of the reasons people pursue an engineering career.

Are you concerned about the quality of our water, air and soil? Do you want to help people who have suffered spinal cord injuries walk again, or wonder what can be done to help hospitals serve patients better? Do you wish we could solve the worldwide fuel shortage or ensure that starving people are better nourished, or do you think that buildings should be built "smart" for maximum energy efficiency? Engineers work on all these problems and many more – trying to improve our environment, helping the injured and the sick by improving medical tools, systems, knowledge and technologies; and researching how to make advances in everything from the nutritional content of food to transportation and communication.

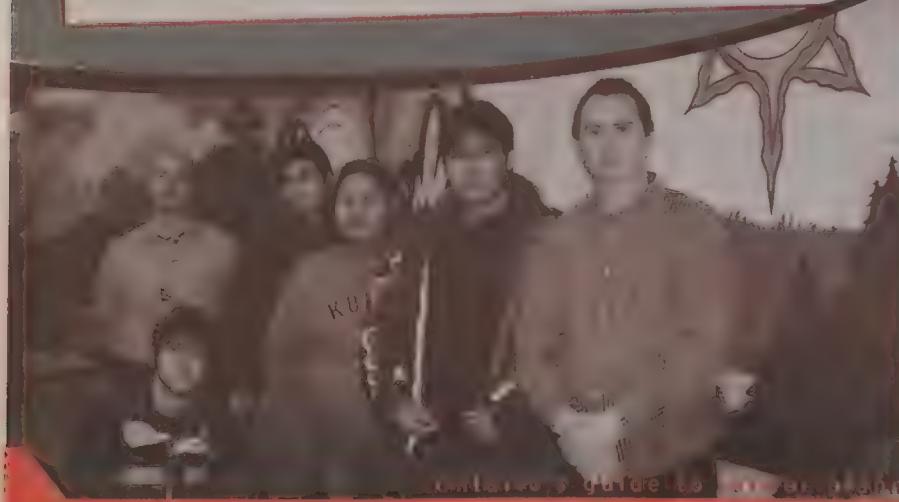
"I will keep taking math in Grade 11 and maybe be an engineer."

That's what many of the 1,200 young women in Grades 7 to 10 who attended Go Eng Girl, a province-wide program held on October 15, 2005, found out. At the 13 different Go Eng Girl events held across the province, women who are passionate about the profession told teens about the diverse and deeply fulfilling life paths that can start by studying engineering. Teens were able to do hands-on activities and also learned about "hot" new areas of study and future trends, from biomedical engineering to nanotechnology. One attendee commented, "The projects were really cool," and another said, "I will keep taking math in Grade 11 and maybe be an engineer."

To learn more or ask about next year's program, e-mail **Marta Ecsedi**, Advisor to the Dean on Women's Issues in the University of Toronto's Faculty of Applied Science and Engineering, at ecsedi@ecf.utoronto.ca

Find out what your future in engineering could be:

- Check out National Engineering Week activities at www.engineeringweek.on.ca.
- Apply to the University of Toronto's da Vinci Engineering Enrichment Program (DEEP) at www.ecf.utoronto.ca/apsc/html/deep. DEEP is one of many such programs for teens offered by Ontario universities.
- Log on to the website of the university near you.



section 3 where you can go



JUMP START ON POSTSECONDARY

When is the appropriate time for students and their families to start planning for postsecondary school options? In spring 2006, approximately 500 Grades 7 and 8 students from the Toronto District School Board (TDSB) will learn that middle school is not too early to begin thinking about the opportunities that await them following graduation from high school.

While students are introduced to career development activities early in primary school, in Grades 7 and 8 they begin to build on the knowledge gained about their own interests and achievements. Significant adults, including parents or guardians and teachers, often question them about their academic and occupation goals, asking "What do you want to be when you grow up?" The answer to this question informs the planning and decision-making process for secondary school choices. All too often, as the research tells us, university has been the only postsecondary consideration.

The TDSB College Liaison Program, in its third year, is designed to increase awareness of college and apprenticeships as attractive postsecondary options and assist in the decision-making process. In the program, students and their teachers experience a taste of college life. The program parallels an adult conference with workshops led by college faculty. Students select workshops covering a range of occupational areas. The workshops are structured to be highly interactive. In them, students have an opportunity to do many things, for example, use a stethoscope, broadcast from a TV studio, test soil samples, operate a backhoe, and wire a circuit. At the end of a workshop, students complete a reflection sheet. This assists them in making the connection to their interests and the knowledge and skills required to be successful in various occupations.

This program is made possible through ongoing partnerships with Humber, Seneca, Centennial, and Canadore Colleges. Students who travel to Canadore College in North Bay realize the additional benefits associated with travelling out of town to college and get a taste of residence life.

All students and staff participating in the program complete a series of pre-conference activities including an introduction to Ontario colleges, occupational clusters, financing postsecondary education, and the decision-making process. Participants are encouraged to implement a plan, after returning from a conference, to share their learning with their school communities.

MINING: THE FUTURE LOOKS BRIGHT!



Over the next 10 years, Canada's mining industry will require up to 80,000 new workers. A wealth of opportunities exists in the mining sector, one of the most dynamic and fastest growing industries in the world today, where discoveries are made continually. Canada is recognized as a world leader in mining, relying on state-of-the-art technology including robotics and remote-controlled machinery. A number of recruitment challenges the industry faces mean that now is a great time to embark on a career in mining.

An aging workforce The age of the minerals and metals industry workforce is higher than that of the overall Canadian workforce. Over 50 per cent of workers are aged 40 to 54, an age group that represents 39 per cent of the total Canadian workforce.

Significant retirements on the horizon Employers predict that 24.5 per cent of the current workforce will retire within 10 years, while 40 per cent of employees surveyed indicate that they plan to retire within that period.

Supply challenge – education and training programs Student enrolment in mining-related postsecondary programs is expected to be well below the predicted demand for highly skilled employees. The industry currently faces a number of challenges in recruiting postsecondary-educated employees.

The mining sector is poised for sustained growth, which means that salaries should remain among the highest of all industrial sectors, with good long-term prospects. Skilled tradespeople from all fields are in particular demand, as are geoscientists and mining engineers. For more information on careers in mining, visit www.acareerinmining.ca or contact **Paul Watson**, project manager at the Mining Industry Training and Adjustment Council (www.mitac.ca), at pwatson@mitac.ca or 613-270-9696, extension 21.

Frank Searches for Gold

Frank Kwissiwa works as an assay lab technician at Placer Dome's Musselwhite goldmine, 480 kilometres north of Thunder Bay. A graduate of Marathon High School and now an assay lab technician, Frank plays a very important role at the mine, preparing rock samples to test them for gold content. Information gained from assay results helps define the ore body – or the amount of gold in the ore – and gives geologists and mine planners clues about where to drill and blast.

The quality of life is one of the best perks of Frank's job. Musselwhite is a fly-in, fly-out operation located on the south shore of Opapimiskan Lake, surrounded by pristine wilderness. The two-weeks-in, two-weeks-out rotation allows Frank to spend quality time with family and friends at his home. "Accommodations at the mine are excellent," Frank says. "They really treat us well." He has his own room in the mine's bunkhouse and can go fishing, sailing, or kayaking in the evenings. Other mine facilities are a gymnasium, a weight room, saunas, pool tables, and a TV lounge. Compensation is \$18 to \$29 an hour.

Frank's job allows him to make a meaningful contribution to his company and have an active lifestyle, spending time with his daughter and pursuing his hobbies – camping and playing hockey and baseball.



Shastri Looks for Clues

Shastri Ramnath always loved math and sciences, but when she first experienced geology, she discovered her real passion. "As a geologist, we look for clues, put together an interpretation of what happened, and, based on that interpretation, decide where we want to explore further. Geology is a lot like detective work!"

Shastri enjoys travelling, and when she found an opportunity to further her education at Rhodes University in South Africa, she jumped at the chance. She graduated with a Bachelor of Science in geology. "They had a great mineral exploration program with field trips to Namibia, Zimbabwe, and throughout South Africa, so it was great," she says. Exploration geology now offers the same opportunities to see the world. In fact, just recently her employer, FNX Mining Company Inc., sent her to Guinea, West Africa, to supervise a drilling program.

A career as a geologist is dynamic, challenging, and rewarding. Besides the excellent salary (\$45,000 to start and \$60,000 to \$80,000 with 5 to 10 years' experience), there is a wonderful opportunity to do something new every day, work with computers, and have fun on the job.

"If you like camping and getting out in the bush, it's great. I get to drive quads and snowmobiles and fly in bush planes and helicopters. If they paid me minimum wage, I'd still want to do this job."



section 3

TRADE TALKS

where you can go

A group of prospective apprentices is leaving Conestoga College armed with a wealth of information, more than they had before. Conestoga College presented "Trade Talks," an informative, interactive session offered through the Job Connect program and available to anyone interested in pursuing or researching a skilled trade. The program serves Perth and Huron Counties, Waterloo Region, the City of Guelph, and Wellington County.

At the Stratford location, the Job Connect staff partnered with a local employer, Stratford Honda, to convey information about the motive power trade. Automotive service technician apprentice and Job Connect client **Daniel Killby** encouraged young people to consider this rewarding and often lucrative career choice. Stratford Honda service manager **Dan Festoso** hired Daniel as an apprentice after he returned to school to complete Grade 12. Daniel received a \$1,000 scholarship from Job Connect, and Stratford Honda received a \$2,000 signing bonus for providing invaluable training, which allows Daniel to pursue his dream of becoming a licensed service technician.

Daniel's account of his journey was not lost on the young, eager people in the crowd at the Stratford Campus Trade Talks event. His manager, Dan, also said that programs such as Job Connect make hiring young apprentices like Daniel a win-win situation. There is a demand for skilled workers in all sectors, and using Job Connect services makes meeting both Stratford Honda's and Daniel's needs possible. Daniel's story is like many other young people's who hope they too can stand in front of others and tell them that becoming an apprentice is possible. Daniel is now attending his first semester of trade school, which provides opportunities for young people to develop the skills needed to be successful in the 21st-century workplace.

Life is also a lot sweeter for Conestoga College Job Connect participant **Shawn Leal** these days. Since participating in the Job Connect program in June 2005 at the Cambridge location, Shawn has gained over three months of practical experience as a mechanic helper and, through correspondence, has obtained his final credit for Grade 12.

"Programs such as Job Connect make hiring young apprentices ... a win-win situation."

Now that Shawn has completed Grade 12, employer **Jeff Benham** of Tire Connection, Cambridge, is prepared to register him as a mechanic apprentice through the local Ministry of Training, Colleges and Universities (MTCU) Apprenticeship Client Services Branch. "We are really pleased with Shawn's work and the partnership with Conestoga's Job Connect program," says Jeff. "We are looking forward to having Shawn become a registered apprentice."

When he registers, Shawn will be eligible to receive a \$1,000 scholarship, and Tire Connection will receive a \$1,000 signing bonus under an MTCU initiative delivered through Job Connect. Says Shawn: "It's great to be working on cars. It's an interest I have had for many years. The \$1,000 scholarship will just be the icing on the cake."

We wish Shawn and Daniel continued success in their career paths in the skilled trades.

For more information about the Job Connect program available through Conestoga College, please contact **Sherri Tryon** at 1-866-585-4008, ext. 330, or stryon@conestogac.on.ca. To obtain information about a Job Connect service near you, please contact the Job Grow Training Hotline at 1-888-387-5656.

Meeting Local Needs

After graduating from St. Jean de la Fougère High School in Hamilton, Dustin was looking for a job. He knew his future lay in the trades. After a job interview, Dustin was offered a job at Mohawk College's Sheet Metal and Sheet Metal Fabrication program. This is a three-year apprenticeship program that includes classroom instruction and on-the-job training. With a goal to become a sheet metal worker, Dustin is currently in his second year of the program.

In the spring of 2004, Dustin's father saw an advertisement for a pre-apprenticeship program offered at Mohawk College and suggested that Dustin attend the free information session. Dustin was so interested that he signed up.

"Don't think you can't do it."

The pre-apprenticeship training program offers participants safety training, the level 1 apprenticeship in-school curriculum, and a minimum eight-week work placement. Most programs also include academic upgrading, trade readiness training, and employment preparation.

Dustin completed all program components including his eight-week placement at A-Plus Air Systems, a mandatory component of the pre-apprenticeship program facilitated through Mohawk's Job Connect office. A-Plus Air Systems was impressed not only with the program, but also with Dustin, and the company offered him employment once he completed his work experience.

Natalie Brogan, human resources administrator for A-Plus Air Systems, affirms that Mohawk's program impresses: "It is definitely the best program that we have been involved in. People exploring trades should definitely investigate a pre-apprenticeship training program prior to attempting to go into a trade directly. An employer will give you more of a preference because they can immediately put you to work, which is so important to an employer."

Six months after Dustin completed the pre-apprenticeship program, A-Plus Air Systems registered him as an apprentice through the Ministry of Training, Colleges and Universities, and he is now scheduled to attend the next apprenticeship in-school training session.

From Dustin's perspective, the Mohawk College pre-apprenticeship program was exactly what he needed. He says, "It was a great program because it gave me the preliminary background education, training, and hands-on practical experience I needed. Thanks to the program, I now have the self-confidence, skill level, and drive to continue on with my apprenticeship."

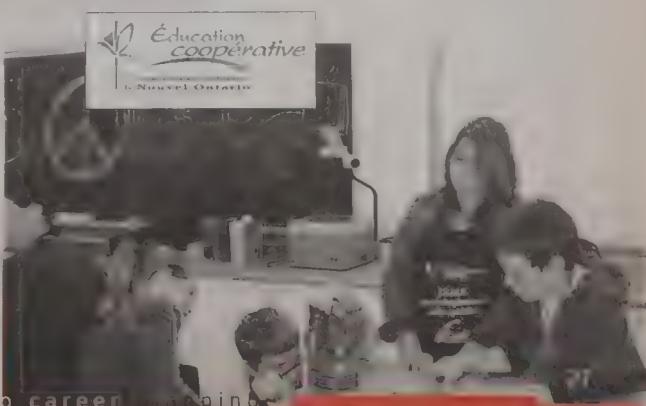
Dustin offers the following advice to young people thinking about doing a pre-apprenticeship training program: "Don't think you can't do it. Also, keep up with your math because you will use it in the trade every day, including geometry, formulas, trig, and algebra. The difference is, when you are on the job, you are using all your math skills and you don't even realize it." Dustin now knows what the future holds: "Becoming a sheet metal worker journeyperson is what I want to do with my life."

TRADES EXPLORATION DAYS

Starting in September 2005, every Grade 8 student who attends an elementary school in the Conseil scolaire catholique du Nouvel-Ontario (CSCNO) will take part in Trades Exploration Days (TED). This is a collaborative initiative between the elementary and high school levels to help Grade 8 students discover skilled trades in different sectors, such as manufacturing, construction, the automotive industry, and hospitality/tourism. Students experience hands-on activities that integrate literacy and numeracy skills with technological applications. They also have the opportunity to develop other essential skills and work habits included in the Ontario Skills Passport, such as problem solving, job task planning, teamwork, and working safely.

TED reflects the CSCNO's mission to optimize each student's potential, to offer dynamic educational services, and to align with Choices Into Action, which promotes awareness activities and career exploration at the elementary and intermediate school levels. By exploring careers this early, students are free to make new choices as they acquire new interests and abilities.

Students who take part in TED explore various career possibilities. This initiative offers a fresh look at skilled trade careers, and allows students and parents to see that all courses and programs are relevant and that every postsecondary destination has value. **Johanne Boisvenu-Blondin**, Coordinator, Cooperative Education and Other Forms of Experiential Learning, Conseil scolaire catholique du Nouvel-Ontario



4 section 4 how you can get there

APPLY CARRIERS CAN NOW TAKE CARE OF YOU
Use your school's username and password, as
shown below, to log in to the Career Cruising Web site this school year.

Give Yourself Credit!

Leslie Knudsen, 30, and Jamie Colbeck, 21, come from opposite sides of the province, but they share one thing in common: in November 2005, they both walked across the stage at the Eglinton Grand in Toronto to receive their Ontario High School Equivalency Certificates and awards.

Sarah Irwin, managing director of the independent Learning Centre (ILC), addressed the graduates. "Since 1991, the ILC has helped students of all ages to earn their credits and reach their educational goals. You should be extremely proud of yourselves for reaching this milestone in your lives."

Jamie left home and quit school at 16. For a few years she struggled to make ends meet. "Everywhere I applied required a high school diploma. I couldn't find any decent paying jobs. I was stuck." After the birth of her daughter, Jamie realized that she needed to move ahead. "I wanted to give her every opportunity. That wouldn't be possible without a diploma," says Jamie.

A guidance counsellor told her about the General Education Diploma (GED) testing program. Jamie immediately started preparing for the series of tests. Today, she is taking the Respiratory Therapy program at A gagnon College. She's planning to continue her education in the health field.

Health issues sidetracked Leslie's education. Since age 13 she has suffered from Crohn's disease. Illness and frequent trips to hospital made completing high school difficult. During Leslie's final year, she suffered a serious flare-up and was hospitalized for over a month. "It was my breaking point. I was unable to complete any of my final courses so I was ineligible to graduate or attend university that coming fall."

At the graduation ceremony Leslie received the National Thomson Nelson GED Graduate Scholarship – a \$1,000 prize to help her continue her education. As a GED grad, she was accepted into the Honours Bachelor in Forensic Science program at the University of Windsor. "Years from now, as I begin my career in forensic science, I will be a strong individual, both academically and emotionally," says Leslie.

WHAT IS AN INDUSTRY SECTOR?

To organize and understand business functions, a specific industry, group of industries, or type of business is called a sector. In Canada, many industry sectors are represented by organizations called industry sector councils.

WHAT ARE SECTOR COUNCILS?

Sector councils provide information about how to acquire the skills you need to find the work you love. They also deal with issues such as how the industry is staffed, and how employees' careers are managed. Sector councils make sure that training is available for current and future employees of an industry, to ensure the growth of a skilled workforce. There are more than 30 national sector councils in Canada, many of which are members of the Alliance of Sector Councils, www.councils.org.

WANT TO ...

- Explore different industry sectors and hundreds of different occupations?
- Find out about training and certification, and where to obtain it?
- Explore job postings in various fields of work?

Then visit the National Integrated Delivery Strategy website, www.nids.ca, for information on all sector councils – in one place.

CAREER CRUISING

If you are a student in Ontario or if you log on to the Career Cruising Web site this school year, you have probably already noticed a new button at the top of every page.

Career Cruising is the go-to destination for students to use to explore career options, whether through one of Career Cruising's many search tools or Career Matchmaker. You can use these tools to find which college, university, and apprenticeship programs in Canada provide the education and training required for the careers that pique your interest. You can organize and save your career and education planning ideas in the Career Cruising Portfolio Tool, which allows you to transform your ideas into a concrete plan for success.

Now you can explore Career Cruising in your preferred language, French or English. A new button labelled **Français** now appears at the top of every Career Cruising page. Switch to the French version of Career Cruising anytime by clicking on this button. As you explore, you may switch back and forth between English and French as often as you like.

If your school has notified Career Cruising that the school's preferred language is French, when you log on to Career Cruising all the information will be displayed in French. At the top of the screen, a button labelled **English** gives you the option to view Career Cruising in English. **Heather Philpott** and **James Bowler**, Client Account Managers



THE INDEPENDENT LEARNING CENTRE (ILC)

The ILC offers Ontarians of all ages the opportunity to earn their high school diploma or equivalency certificate.

Distance education courses

- The ILC offers high school credit courses in English and French – including workplace and college preparation courses
- Students study at a distance and can start a course anytime and complete it at their own pace
- Students can submit assignments by mail or via the Internet using the ILC's e-Journal
- The ILC supports students with learner services provided over the telephone and through online resources, such as Ask a Teacher, which offers real-time help from certified teachers, five nights a week

General Education Development (GED) testing

- The GED testing program enables adults 18 and older to earn an Ontario High School Equivalency Certificate
- GED testing sessions are scheduled throughout the year in several locations across the province

Contact the ILC for more information:

Website: www.ilc.org

Telephone: 416-484-2704 (English)
416-484-2722 (French)
1-800-387-5512 (English toll free)
1-800-265-0454 (French toll free)

Fax: 416-484-2754
E-mail: ilc@tvontario.org
Mail: Independent Learning Centre
PO Box 200, Station Q
Toronto ON M4T 2T1

CareerMATTERS

Part of the ILC website, CareerMATTERS is an Ontario-focused website that helps people chart their path through high school, postsecondary education, and career options. This free site features

- Details on all education options after high school, including a database with information on more than 9,000 postsecondary programs available in Ontario
- Over 500 job descriptions and 100 video job profiles
- In-depth information on more than 130 trades

Visit the CareerMATTERS section of the ILC website at www.ilc.org.



section 4 how you can get there

STUDENT VIDEO CONTEST

Safe work is... safe work is... make a video and you could win!

Grab a camera and make a video on the theme, "Safe work is..." for the 5th annual WSIB Student Video contest. Create a documentary, drama, TV commercial, news report, music, animation - whatever you think gets the message out. The entry deadline is April 30th, 2006 and schools receive the same award as winning students.

AWARDS

1ST - \$1000
2ND - \$750
3RD - \$500

Check out www.youngworker.ca for full contest details.

WORKPLACE SAFETY VIDEOS

In its most successful year to date, the Workplace Safety & Insurance Board (WSIB) Student Video Awards Contest attracted entries from high school students all across the province. The annual event, now entering its fifth year, demonstrates a growing awareness among Ontario's youth of the importance of workplace health and safety.

"We issued a challenge to the creative talents of Ontario's high school students, and they responded with originality and style," says **Roy Mould**, the WSIB's chief prevention and corporate strategy officer.

A judging panel comprising representatives from the Ministry of Education, the Ministry of Labour, and the WSIB screened the videos in marathon sessions over three days. The theme of the 2005 contest - "Listen Up, Speak Up, Workplace Safety" - brought in a wide range of program styles, including documentaries, dramas, computer-generated animations, and music videos.

Two French-language productions, both from École secondaire catholique L'Escale in Rockland near Ottawa, were among the top finalists. Last year, the school's students received an award of merit for technical excellence; that experience certainly helped in developing this year's winning entries.

These are the 2005 winners:

1st place (\$1,000 each to student and school):
Christopher DeBruyne, École secondaire catholique L'Escale, Rockland (Ottawa)

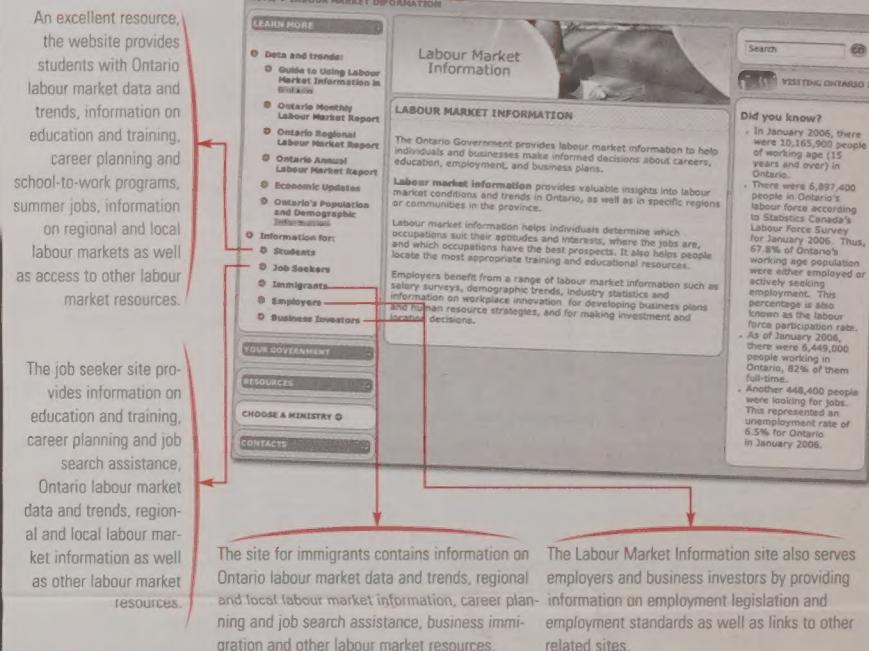
2nd place (\$750 each to student and school):
Sergio Narvaez, Dante Alighieri Academy, Toronto

3rd place (\$500 each to students and school):
David Gaudreau and **Yanick Mulder**, École secondaire catholique L'Escale, Rockland (Ottawa)

Winners of the 2006 WSIB Student Video Awards will be announced in early May. All winning videos may be viewed online at the WSIB's website, www.wsib.on.ca. Click on "Prevention," "Events," and then "Student Video Contest." **Godfrey Jordan**

GOVERNMENT OF ONTARIO LABOUR MARKET INFORMATION WEBSITE*

www.ontario.ca/labourmarket



* The Labour Market Information site is accessible in both English and French.

Trades, Transportation, and Construction

Career opportunities are expected to be promising in the skilled trades. Shortages in many skilled trades have been predicted due to a combination of economic growth and worker retirement.

Jobs that look promising

Construction managers plan, organize, direct, and evaluate the activities of a construction company or a construction department within a company, under the direction of a senior manager.

Manufacturing managers plan, organize, direct, and evaluate the operations of a manufacturing company or of a production department within a manufacturing company, under the direction of a senior manager.

Refrigeration and air-conditioning mechanics install, maintain, and repair residential central air-conditioning systems, and commercial and industrial refrigeration and air-conditioning systems and combined heating and cooling systems.

Automotive service technicians and truck mechanics inspect, repair, and service mechanical, electrical, and electronic systems and components of cars, buses, and trucks.

Electricians lay out, assemble, install, test, troubleshoot, and repair electrical wiring, fixtures, control devices, and related equipment in buildings and other structures.

Plumbers install, repair, and maintain pipes, fixtures, and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial, and industrial buildings.

Construction millwrights and industrial mechanics install, maintain, and repair stationary industrial machinery and mechanical equipment.

Truck drivers operate heavy trucks to transport goods and materials over urban, interurban, provincial, and international routes.

Where can I find out more?

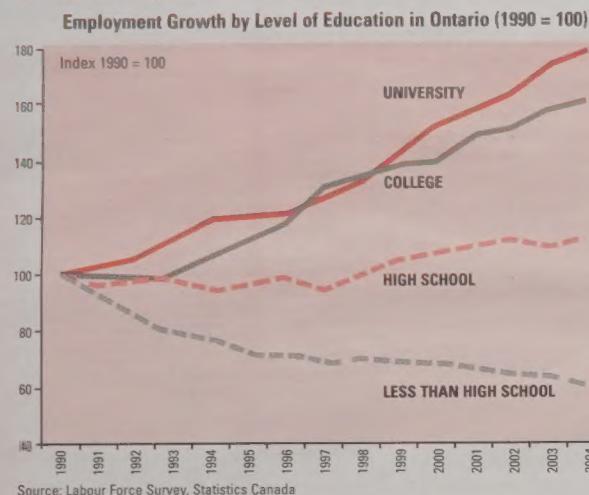
- **Automotive Industries Association of Canada** www.aiacanada.com
- **Automotive Parts Manufacturers' Association** www.apma.ca
- **Canadian Apprenticeship Forum** www.caf-fca.ca
- **Canadian Automotive Repair and Service Council** www.cars-council.ca/dl.asp
- **Ontario Construction Secretariat** www.cicconstruction.com
- **Ontario Trucking Association** www.ontruck.org
- **Skills Canada (promotes trade/technical careers)** www.skillscanada.com
- **Careers in Construction** www.careersinconstruction.ca

section 4 how you can get there

LABOUR MARKET INFORMATION

It's better to finish school and attend college or university or get a trade

- Education is important for success in today's labour market.
- Between 1990 and 2004, employment of individuals with university and college education in Ontario almost doubled.
- Employment of individuals with high school education increased only marginally, while employment of those with less than high school education declined.



Source: Labour Force Survey, Statistics Canada

Health Care

As our population grows older, we will require more frequent and more specialized medical care. Older individuals will also want to maintain connections with careers and family for as long as possible. Therefore, expect to see continued growth in fields that cater to these needs.

Jobs that look promising

Dental assistants help dentists during the examination and treatment of patients and perform clerical functions.

Optometrists examine eyes, prescribe and fit glasses and contact lenses, and recommend treatments to correct vision problems or ocular disorders.

Ambulance attendants and other paramedical occupations include workers who administer pre-hospital emergency medical care to patients and transport them to hospitals or other medical facilities for further medical care.

Medical radiation technologists operate radiographic equipment and other diagnostic tools to produce images of the body for the diagnosis of injury and disease, and operate radiation therapy equipment to administer radiation for the treatment of disease.

Where can I find out more?

- Canadian Council of Technicians and Technologists www.cctt.ca
- Canadian Dental Association www.cda-adc.ca
- Canadian Institute for Health Information www.cihi.ca
- Canadian Medical Association www.cma.ca
- Canadian Nurses Association www.cna-nurses.ca
- Ontario Dental Hygienists' Association www.odha.on.ca
- Registered Nurses Association of Ontario www.rnao.org

Pharmacists working in retail and hospital settings dispense prescription drugs and provide consultative services to clients and health-care providers. Industrial pharmacists participate in the research, development, and manufacturing of pharmaceutical products.

Registered nurses provide direct nursing care to patients, deliver health education programs, and provide consultative services regarding issues relevant to the practice of nursing.

General and family physicians diagnose and treat the diseases, physiological disorders, and injuries of patients.

Physiotherapists assess patients and plan and carry out individually designed treatment plans to maintain, improve, or restore physical functioning, alleviate pain, and prevent dysfunction in patients.

Sales and Service

Sales and service industries require a mix of people with a diverse range of skills. Career areas in Canada's sales and service sector include the following:

- Purchasing agents and officers
- Hairstylists
- Retail trade managers
- Technical sales specialists, wholesale trade
- Retail salespersons
- Chefs
- Sales, marketing, and advertising managers
- Restaurant and food service managers

Jobs that look promising

Purchasing agents and officers purchase general and specialized equipment, materials, and business services for use or for further processing by their companies.

Hairstylists cut and style hair and perform related services.

Retail trade managers plan, organize, direct, and evaluate the operations of businesses that sell merchandise or services directly to customers. They are found in large and small retail stores. Some are also self-employed store owners or franchise operators.

Technical sales specialists, wholesale trade sell a range of technical goods and services such as scientific and industrial products, telecommunications services, and computer services to governments and domestic and international commercial and industrial companies.

Retail salespersons sell, rent, or lease a range of technical and non-technical goods and services directly to consumers.

Chefs plan and direct food preparation and cooking activities, as well as prepare and cook meals and speciality foods.

Sales, marketing, and advertising managers plan, organize, direct, and evaluate the activities of companies and departments involved in commercial, industrial, and wholesale sales, marketing, advertising, and public relations.

Restaurant and food service managers plan, organize, direct, and evaluate the operations of restaurants, bars, cafeterias, and other food and beverage services.

Where can I find out more?

- Canadian Apparel Federation www.apparel.ca
- Canadian Association of Importers and Exporters www.importers.ca
- Canadian Culinary Federation www.ccfc.ca
- Canadian Restaurant and Foodservices Association www.cra.ca
- Retail Council of Canada www.retailcouncil.org

Business and Public Administration

Occupations in business and public administration can range from court officers and property administrators to insurance claims adjusters and managers in a wide range of businesses and in government. This category also includes the following professions:

- Purchasing managers
- Publicity and information officers
- Accountants and auditors
- Record keepers
- Human resources managers
- Insurance brokers and agents
- Claims adjusters
- Accident investigators
- Real estate agents and brokers

Jobs that look promising

- Financial managers
- Financial and investment analysts
- Computer and information systems managers
- Software engineers
- Insurance adjusters and claims examiners
- User support technicians
- Administrative officers
- Customer service, information, and related clerks

Over the next few years, the outlook for work in these careers is good, but new entrants will need higher levels of formal education and a lot more familiarity with computers than in the past.

Where can I find out more?

- Canadian Institute of Bookkeeping www.cibcb.com
- Canadian Institute of Chartered Accountants www.cica.ca/index.cfm/ci_id/17150/le_id/1.htm
- Canadian Management Centre www.cmctraining.org
- Certified General Accountants of Ontario www.cga-ontario.org
- Certified Management Accountants of Ontario www.cma-canada.org/ontario/index.asp
- Institute of Chartered Accountants of Ontario www.icao.on.ca
- Insurance Bureau of Canada www.ibc.ca
- Logistics Institute www.loginstitute.ca/career/index.php
- Office Workers Career Centre www.officeworkers.org
- Purchasing Management Association of Canada www.pmac.ca

section 4 how you can get there

POSTSECONDARY OPPORTUNITIES

Your guidance office and your local library have university and college calendars.

COLLEGES www.ontariocolleges.ca

For information on admission requirements, programs, fees, and residences, contact:

Algonquin College of Applied Arts and Technology

1385 Woodroffe Ave.
Ottawa, Ontario K2B 1V8
Admissions: 613-727-0002
Registrar: 613-727-4723, ext. 5021
Toll free: 1-800-565-4723
www.algonquin.ca

Cambridge College of Applied Arts and Technology

1400 Barrydowne Rd.
Sudbury, Ontario P3A 3V8
Phone: 705-566-8101, ext. 7300
Toll free: 1-800-461-7145
www.cambric.ca

Caradore College of Applied Arts and Technology

100 College Dr.
Box 5001
North Bay, Ontario P1B 8K9
Phone: 705-474-7600, ext. 5123
www.caradore.ca

Centennial College of Applied Arts and Technology

P.O. Box 631
Station A
Scarborough, Ontario M1K 5E9
Phone: 416-289-5000
Toll free: 1-800-268-4419
www.centennialcollege.ca

Collège Boréale

21, boulevard LaSalle
Sudbury, Ontario P3A 6B1
Phone: 705-560-6673
Toll free: 1-800-361-6673
www.borealec.ca

Conestoga College Institute of Technology and Advanced Learning

299 Don Valley Dr.
Kitchener, Ontario N2G 4M4
Phone: 519-748-5220
www.conestogac.on.ca

Confederation College of Applied Arts and Technology

1450 Nakina Dr.
P.O. Box 398
Station F
Thunder Bay, Ontario P7C 4W1
Phone: 807-475-6110
Toll free (Ontario, Manitoba): 1-800-465-5493
www.confederation.ca

Durham College of Applied Arts and Technology

P.O. Box 385
2000 Simcoe St. N.
Oshawa, Ontario L1H 7K4
Phone: 905-721-2000
Toll free: 1-800-461-3260
www.durham.ca

Fanshawe College of Applied Arts and Technology

P.O. Box 7005
1460 Oxford St. E.
London, Ontario N5Y 5R6
Phone: 519-452-4100
www.fanshawec.on.ca

George Brown College of Applied Arts and Technology

P.O. Box 1015, Station B
Toronto, Ontario M5T 2T9
Phone: 416-415-2000
Toll free: 1-800-265-2002
www.gbrown.ca

Georgian College of Applied Arts and Technology

One Georgian Dr.
Barrie, Ontario L4M 3K9
Phone: 705-728-1951
www.georgian.ca

Humber College Institute of Technology and Advanced Learning

205 Humber College Blvd.
Etobicoke, Ontario M9W 5L7
Phone: 416-675-6622
Toll free: 1-800-268-4867
www.humber.ca

La Cité collégiale

801, promenade de l'Aviation
Ottawa, Ontario K1K 4R3
Phone: 613-742-2483
Toll free: 1-800-267-2493
www.lafitec.on.ca

Lambton College of Applied Arts and Technology

1457 London Rd.
Sarnia, Ontario N7S 6K4
Phone: 519-542-7751
www.lambton.on.ca

Loyalist College of Applied Arts and Technology

P.O. Box 4200
Wallbridge/Loyalist Rd.
Belleville, Ontario K8N 5B9
Phone: 613-969-1913
Toll free: 1-888-569-5478
www.loyalisc.on.ca

Mohawk College of Applied Arts and Technology

Fennell Ave. and West 5th
Box 2034
Hamilton, Ontario L8N 3T2
Phone: 905-575-1212
www.mohawk.on.ca

Niagara College of Applied Arts and Technology

300 Woodlawn Rd.
Welland, Ontario L3C 7L3
Phone: 905-735-2211
Admissions: ext. 7618
www.niagarac.on.ca

Northern College of Applied Arts and Technology

Highway 101 East
P.O. Box 3211
Timmins, Ontario P4N 8R6
Phone: 705-235-3211
www.northern.on.ca

St. Clair College of Applied Arts and Technology

2000 Talbot Rd. W.
Windsor, Ontario N9A 6S4
Phone: 519-966-1656
Admissions: 519-972-2759
www.stclair.ca

St. Lawrence College of Applied Arts and Technology

100 Portmouth Avenue
Kingston, Ontario K7L 5A6
Phone: 613-544-5400
www.slon.ca

Sault College of Applied Arts and Technology

P.O. Box 60
443 Northern Ave.
Sault Ste. Marie, Ontario P6A 5L3
Phone: 705-759-6774
Toll free: 1-800-461-2260
www.saulton.ca

Seneca College of Applied Arts and Technology

1750 Finch Ave. E.
Toronto, Ontario M2J 2X5
Phone: 416-491-5050
www.seneca.ca

Sheridan College Institute of Technology and Advanced Learning

1430 Trafalgar Rd.
Oakville, Ontario L6H 2L1
Phone: 905-845-9430
www.sheridan.ca

Sir Sandford Fleming College of Applied Arts and Technology

599 Brealey Dr.
Peterborough, Ontario K9J 7B1
Phone: 705-749-5530
www.fleming.ca

AGRICULTURAL AND OTHER COLLEGES

Collège d'Alfred

CP 580
31, rue St. Paul
Alfred, Ontario K0B 1A0
Phone: 613-679-2218
www.alfredc.uoguelph.ca

Kemptville College

830 Prescott St., Box 2003
Kemptville, Ontario K0G 1J0
Phone: 613-258-8336
<http://kemptville.uoguelph.ca>

Michener Institute for Applied Health Sciences

222 St. Patrick St.
Toronto, Ontario MST 1V4
Phone: 416-596-3177
www.michener.on.ca

Niagara Parks Commission School of Horticulture

Admissions
P.O. Box 150
Niagara Falls, Ontario L2E 6T2
Phone: 905-356-8554
www.niagaraparks.com/nature/school.php

Ridgeway College of Agricultural Technology

Director
120 Main St. E.
Ridgeway, Ontario N0P 2C0
Phone: 519-674-1500
www.ridgencw.ca

UNIVERSITIES OF ONTARIO AND OCAD

www.uoit.ca
For information on admission requirements, programs, fees, and residences, contact:

Algoma University College

1520 Queen St. E.
Sault Ste. Marie, Ontario P6A 2G4
Phone: 705-949-2301
Toll free: 1-888-254-6628
www.auc.ca

Brock University

500 Glenridge Ave.
St. Catharines, Ontario L2S 3A1
Phone: 905-667-3554
www.brocku.ca

Carleton University

1125 Colonel By Dr.
Ottawa, Ontario K1S 5B6
Phone: 613-520-7400
Toll free (Ontario, Quebec): 1-888-354-4414
www.carleton.ca

Collège dominicain de philosophie et de théologie

95 avenue Empress
Ottawa, Ontario K1R 7G3
Phone: 613-233-5696 or 613-233-5697
www.collegedominicain.com

Collège universitaire de Hébert

CP 580
Hearst, Ontario P0L 1N0
Phone: 705-372-1781
Toll free: 1-800-887-1781
www.univhearts.ca

University of Guelph

50 Stone Road E.
Guelph, Ontario N1G 2W1
Phone: 519-824-4120
www.uoguelph.ca

Lakehead University

955 Oliver Rd.
Thunder Bay, Ontario P7B 5E1
Phone: 807-343-8110
Toll free (Ontario, Manitoba, Saskatchewan): 1-800-465-3959
www.lakehead.ca

Laurentian University

935 Ramsey Lake Rd., 11th Floor
Sudbury, Ontario P3E 2C6
Phone: 705-675-1151
Toll free: 1-800-263-4188
www.uwl.ca

McMaster University

1280 Main St. W.
Hamilton, Ontario L8S 4L8
Phone: 905-525-9140
www.mcmaster.ca

Nipissing University

P.O. Box 5002
100 College Dr.
North Bay, Ontario P1B 8L7
Phone: 705-474-3450
Toll free: 1-800-655-5154
www.unipssing.ca

Ontario College of Art & Design (OCAD)

100 McCaul St.
Toronto, Ontario M5T 1W1
Phone: 416-977-5311
www.ocad.on.ca

University of Ontario Institute of Technology

2000 Simcoe St. N.
Oshawa, Ontario L1H 7L7
Phone: 905-721-8668
Toll free: 1-866-844-UIOT (8468)
www.uoit.ca

University of Ottawa

550 Cumberland St.
Ottawa, Ontario K1N 6N5
Phone: 613-562-5800
Toll free: 1-877-868-8292
www.uottawa.ca

Queen's University

99 University Ave.
Kingston, Ontario K7L 3N6
Phone: 613-533-2000
www.queensu.ca

Royal Military College of Canada

P.O. Box 17000, Stn. Forces
Kingston, Ontario K7K 7B4
Phone: 613-541-6000
www.rmc.ca

Ryerson University

350 Victoria St.
Toronto, Ontario M5B 2K3
Phone: 416-979-5000
www.ryerson.ca

Saint Paul University

223 Main St.
Ottawa, Ontario K1S 1C4
Phone: 613-236-1393
www.uspaul.ca

University of Toronto

St. George Campus
27 King's College Circle
Toronto, Ontario M5S 1A1
Phone: 416-978-2011
www.utoronto.ca

Trent University

1600 West Bank Dr.
Peterborough, Ontario K9J 7B8
Phone: 705-748-1011
Toll free: 1-888-739-8885
www.trentu.ca

University of Waterloo

200 University Ave. W.
Waterloo, Ontario N2L 3G1
Phone: 519-885-1211
www.uwaterloo.ca

University of Western Ontario

1151 Richmond St.
London, Ontario N6A 5B8
Phone: 519-661-2111
www.uwo.ca

Wilfrid Laurier University

75 University Ave. W.
Waterloo, Ontario N2L 3C5
Phone: 519-884-1970
www.wlu.ca

University of Windsor

401 Sunset Ave.
Windsor, Ontario N9B 3P4
Phone: 519-253-4232
Toll free (Ontario, Quebec): 1-800-864-2860
www.uwindsor.ca

York University

4700 Keele St.
Toronto, Ontario M3J 1P3
Phone: 416-736-2100
www.yorku.ca

DISTANCE EDUCATION AND ONLINE LEARNING

Contact North: Distance Education and Training Network

If there is no listing for Contact North in your local telephone book, call 1-800-561-2222, go to www.cnrth.ca, or contact one of the two regional coordinating centres:

Northwest Headquarters

1130 Alloy Dr., Ste. 104
Thunder Bay, Ontario P7B 6M8
Phone: 807-344-1616
Fax: 807-344-2390

Northeast Headquarters

410 Falconbridge Rd., Unit 1
Sudbury, Ontario P3A 4S4
Phone: 705-560-2710
Fax: 705-525-0136

OntarioLearn.com – a consortium of 22 English colleges offering online courses

www.ontariolearn.com

REGISTERED PRIVATE CAREER COLLEGES

For information about registered private career colleges contact:

Private Institutions Branch

Ministry of Training, Colleges and Universities
10th Floor, Mowat Block
900 Bay St.
Toronto, Ontario M7A 1L2
Phone: 416-314-0500
www.edu.gov.on.ca

Also check out: www.serviceontario.ca/pcc

ABORIGINAL INSTITUTES' CONSORTIUM

Anishinabek Educational Institute
311 Jubilee Rd.
RR1 Muncey-Delware First Nation
Muncey, Ontario N0L 1Y0
Phone: 519-289-0777
Fax: 519-289-0379
www.anishinabek.ca/AEI_NEON

First Nations Technical Institute

3 Old York Rd., RR1
Deseronto, Ontario K0K 1X0
Phone: 613-396-2122
Fax: 613-396-2761
www.fnti.net

Iohahilo Akwesasne Adult Education

P.O. Box 573
Cornwall, Ontario K6H 5T3
Phone: 613-575-2754
Fax: 613-575-1478
www.ohihi.ca

Kenjewin Teg Educational Institute

30 Lakeview Drive, P.O. Box 168
M'Chigeen First Nation, Ontario P0P 1G0
Phone: 705-377-4342
Fax: 705-377-4379
www.ktei.net

Ogwehoweh Skills and Trades Training Centre

16 Sunrise Court, Box 69
Ohsweken, Ontario N0A 1M0
Phone: 519-445-2222
Fax: 519-445-4777
www.osstc.com

Oshki-Pimache-O-Win Education and Training Institute

107 Johnson Ave., 2nd Floor
Thunder Bay, Ontario P7B 2V9
Phone: 807-346-2770
Fax: 807-345-2924
www.oshki.ca

Seven Generations Education Institute

1455 Idylwild Dr., Box 297
Fort Frances, Ontario P9A 3M6
Phone: 807-274-2996
Fax: 807-274-8761
www.7generations.org

Six Nations Polytechnic

P.O. Box 700
Ohsweken, Ontario N0A 1M0
Phone: 519-445-0023
Fax: 519-445-4416
www.snpolytechnic.com

The office:

Aboriginal Institutes' Consortium
188 Mohawk St.
Brantford, Ontario N3S 2X2
Phone: 519-759-3725
Fax: 519-759-5616
www.aboriginalinstitute.com

section 4 how you can get there

WEBSITES* ONLY A CLICK AWAY

CAREER EXPLORATION

Career Gateway www.edu.gov.on.ca/eng/career
Ontario School Counsellors' Association www.osca.ca
Ontario WorkInfoNet www.onwin.ca
Alliance of Sector Councils www.councils.org
CanadianCareers.com www.canadiancareers.com
Career Directions www.careerdirectionsonline.com
CareerMATTERS www.ilc.org (click on Career Matters)
Essential Skills – Human Resources and Skills Development Canada http://srv600.hrdc-drhc.gc.ca/esrp
Job Futures www.jobfutures.ca
Labour Market Information – Government of Ontario www.ontario.ca/labourmarket
Making Career Sense of Labour Market Information www.makingcareersense.org
Mazemaster www.mazemaster.on.ca
Ontario Job Futures www.hrdc-drhc.gc.ca
SalaryExpert.com www.salaryexpert.com
Statistics Canada www.statcan.ca
Training and Careers – Service Canada www.jobsetc.ca
VECTOR (Video Exploration of Careers, Transitions, Opportunities, and Realities) www.vector.cfee.org
Youth in Motion www.youth-in-motion.ca

APPRENTICESHIP CAREERS

Apprenticesearch.com www.apprenticesearch.com
Apprenticetrades.ca www.apprenticetrades.ca
Canadian Apprenticeship Forum www.caf-fca.org
Careers in Trades www.careersintrades.ca
National Canadian Association of Skilled Trades (NCAST) www.promotingskilledtrades.com
Skilledtrades.ca www.skilledtrades.ca
Skills Connect – Government of Ontario www.edu.gov.on.ca/skills.html
Tradeability.ca www.tradeability.ca

COURSES

Campus Program www.campusprogram.com/canada
Canadian Virtual University www.cvu-uvic.ca
CanLearn www.canlearn.ca
DistanceStudies.com www.distancestudies.com
Education@Canada www.educationcanada.cmec.ca
Independent Learning Centre (ILC) www.ilc.org
Ministry of Education, Ministry of Training, Colleges and Universities www.edu.gov.on.ca
Ontario College Application Services (OCAS) www.ontariocolleges.ca
OntarioLearn.com www.ontariolearn.com
Ontario Universities' Application Centre www.ouac.on.ca
SchoolFinder.com www.schoolfinder.com
StudyinCanada.com www.studyincanada.com

STUDENT LOANS, AWARDS, AND GRANTS

Canada Student Loans Programs www.hrsdc.gc.ca
National Student Loans Service Centre www.calearn.ca/nslsc
Ontario Student Assistance Program (OSAP) http://www.osap.gov.on.ca
ScholarshipsCanada.com www.scholarshipscanada.com
StudentAwards.com www.studentawards.com

JOBS

Canadajobs.com www.canadajobs.com
Canadian Forces Recruiting www.recruiting.forces.gc.ca
Career Edge – Canada's Youth Internship Program www.careeredge.org
Cool Jobs Canada www.cooljobscanada.com
Exchanges Canada www.exchanges.gc.ca
Inventory of Programs and Services www.ips.iwin.ca
Job Bank – Service Canada www.jobbank.gc.ca
Job Boom www.jobboom.com
Job Bus Canada www.jobbus.com
Job Connect www.edu.gov.on.ca/eng/training/cepp/aboutjc.html

JobSearch.ca

http://jobsearch.ca

Jobshark

www.jobshark.ca

Monster.ca

http://jobsearch.monster.ca

Ontario Government Jobs

www.gojobs.gov.on.ca

Ontario Internship Program

www.internship.gov.on.ca

Persons with Disabilities Online

www.pwd-online.ca

Public Service Commission of Canada

www.jobs-emplois.gc.ca

Telecommuting Jobs

www.tjobs.com

WorkinfoNet.ca

www.onwin.ca

Working.Canada.com

http://working.canada.com

WORKInk – Canadian Council on Rehabilitation and Work

www.workink.com

Workopolis.com

www.workopolis.com

Youth Opportunities Ontario (includes summer jobs)

www.youthjobs.gov.on.ca

Youth.gc.ca

www.youth.gc.ca

STARTING A BUSINESS

Canada Business – Government Services for Entrepreneurs www.cbsc.org
Canadian Innovation Centre www.innovationcentre.ca
Canadian Youth Business Foundation www.cybf.ca
ENTERWeb www.enterweb.org
Junior Achievement of Canada www.jacan.org
Mentors, Ventures and Plans (for young entrepreneurs) www.mvp.cfee.org
Ministry of Economic Development and Trade www.ontariocanada.com
Ontario Business Connects www.cbs.gov.on.ca/obc
Strategis: Canada's Business and Consumer Site http://www.strategis.ic.gc.ca

RESOURCES FOR ABORIGINAL PEOPLE

Aboriginal Human Resource Development Council of Canada www.ahrdcc.com
Aboriginal Institutes' Consortium www.aboriginalinstitute.com

Aboriginal Recruitment Coordination Office

www.arco.on.ca

Aboriginal Youth Network

www.ayn.ca

Assembly of First Nations

www.afn.ca

CareerPLACE

www.careerplace.com

EmploymentFlyers.org – Aboriginal Programs (YMC Toronto)

www.employmentflyers.org/flyers.html?type=8

Geztoojig Employment and Training – Sudbury

www.geztoojig.ca

Grand River Employment and Training (GREAT)

www.greatsn.com

Indian and Northern Affairs Canada

www.ainc-inac.gc.ca

Miziwe Biik Aboriginal Employment and Training – Toronto

www.miziwebiik.com

National Aboriginal Achievement Foundation

www.naaf.ca

Ontario Secretariat for Aboriginal Affairs

www.aboriginalaffairs.osaa.gov.on.ca

Say Magazine

www.saymag.com

RESOURCES FOR INTERNATIONALLY TRAINED INDIVIDUALS

Canada International – Services for Non-Canadians – Government of Canada

www.canadainternational.gc.ca

Canadian Information Centre for International Credentials

www.cicic.ca

Career Bridge

www.careerbridge.ca

Integration-Net – Citizenship and Immigration Canada

http://integration-net.cic.gc.ca

OCASI – Ontario Council of Agencies Serving Immigrants

www.ocasi.org

Opening Doors to Internationally Trained Individuals – Ministry of Citizenship and Immigration

www.citizenship.gov.on.ca/english/citdiv/apt

Settlement.org

www.settlement.org

Work Destinations

www.workdestinations.org

World Education Services Canada

www.wes.org

*These website addresses were in effect when *Ontario Prospects* went to print.

WHERE TO ACCESS THE INTERNET

If you can't access the Internet at home, you may be able to access it free by going to one of the following: • High school/college/university career centres (guidance offices, school libraries, computer labs) • Public libraries • Human Resources Centres of Canada for Students • Employment Resource Centres • Not-for-profit community agencies • Job Connect offices • Business self-help offices and municipal small business resource centres (see your Blue Pages) • Family members or friends.